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ABSTRACT

This guide is designed to assist liberal arts students at Dickinson College in Carlisle, Pennsylvania, in planning a career and acquiring a job. It is meant to be used to chart the student's career planning through four years of college. The following topics are included: (1) a description of the people, programs, and resources available to assist in career planning; (2) the advantages of a liberal arts degree in the workplace; (3) a description of the format of this guide; (4) seven self-assessment instruments; (5) ways to translate experience into skills, values, and traits that are prized in the workplace; and (6) job search methods. An eight-item bibliography is included. (JW)

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# THE LIBERAL VIEW

## A CAREER PLANNING & JOB-SEARCH GUIDE

## FOR

## DICKINSON COLLEGE

DICKINSON COLLEGE
COUNSELING CENTER
CARLISLE, PENNSYLVANIA
17013

COUNSELING STAFF

DAVIS TRACY
JERI ROCKETT
DIANE JEFFERSON
KAREN ANDREWS
BARBARA GARDNER

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## INTRODUCTION

*The liberal education is a license that liberates you to make your work a creative source of satisfaction. When the technocracy drives one technical vocation after another into oblivion, the Liberal Arts graduate can still be alive and well.*

*- Figler, PATH Workbook, 1975)*

## PEOPLE, PROGRAMS, AND RESOURCES AT DICKINSON

### I. PEOPLE

(1) YOURSELF - YOU ARE YOUR OWN BEST RESOURCE, BECAUSE THE INITIATIVE THAT YOU TAKE IN CAREER EXPLORATION, SELF-ASSESSMENT, REALITY-TESTING, AND JOB SEARCH WILL YIELD BENEFITS THAT NO COUNSELOR CAN PROVIDE.

(2) CAREER ASSISTANT - A TRAINED PARAPROFESSIONAL (PEER COUNSELOR) IS AVAILABLE TO EVERY STUDENT. S(HE) WILL HELP YOU THINK THROUGH YOUR CAREER PLANS, PROVIDE YOU WITH CERTAIN INFORMATION, SUGGEST OTHER RESOURCES, AND TALK ABOUT SELF-MARKETING SKILLS WHICH YOU MAY WANT TO USE. CAREER ASSISTANTS ARE STUDENTS WHO WILL BE AVAILABLE TO YOU AT ANY TIME. A LIST OF CAREER ASSISTANTS WITH THEIR TELEPHONE AND BOX NUMBERS IS AVAILABLE IN THE COUNSELING CENTER. YOU CAN ARRANGE AN APPOINTMENT WITH ANY OF THEM JUST BY GIVING THEM A CALL.

(3) PRE-PROFESSIONAL ADVISORS - THE COLLEGE HAS ESTABLISHED SPECIAL ADVISORS FOR THOSE WHO ANTICIPATE THE PROFESSIONAL STUDY OF LAW, MEDICINE (OR OTHER HEALTH PROFESSIONS), BUSINESS, JOURNALISM OR THEOLOGY. YOU SHOULD ASK YOUR CAREER ASSISTANT, OR FACULTY ADVISOR WHO THESE PEOPLE ARE AND ARRANGE TO SEE THEM RIGHT AWAY IF YOU PLAN ON ATTENDING A PROFESSIONAL SCHOOL AFTER DICKINSON.

(4) PROFESSIONAL COUNSELORS - A STAFF OF PROFESSIONALLY TRAINED COUNSELORS IS AVAILABLE IN THE CENTER. YOU CAN SCHEDULE AN APPOINTMENT WITH ANY OF THEM, USUALLY WITHIN 24 HOURS NOTICE. WE ARE LOCATED IN THE BASEMENT OF THE HOLLAND UNION BUILDING.

### II. PROGRAMS

(1) CAREER EXPLORATION GROUPS - CAREER ASSISTANTS WILL HOLD SEMINARS THROUGHOUT THE YEAR WHICH WILL ENABLE STUDENTS TO FIND OUT ABOUT CAREER OPTIONS AVAILABLE TO THEM. USUALLY ORGANIZED ACCORDING TO ACADEMIC DEPARTMENTS (EXAMPLE - "CAREER OPTIONS FOR ENGLISH MAJORS"), THESE MEETINGS WILL INTRODUCE STUDENTS TO THE SPECIFIC RESOURCES AVAILABLE TO THEM IN A CAREER SEARCH.

(2) ALUMNI CONTACT PROGRAM - AVAILABLE TO ALL STUDENTS WHO ARE INTERESTED IN FINDING OUT ABOUT CERTAIN CAREERS. WITH THE AID OF A CAREER ASSISTANT, STUDENTS MAY OBTAIN THE NAMES OF ALUMNI IN A WIDE VARIETY OF FIELDS WHO ARE WILLING TO SPEAK WITH DICKINSON STUDENTS ABOUT THEIR CAREERS. THIS PROCESS OF INFORMATION INTERVIEWING IS A VALUABLE WAY TO ACQUIRE FIRST-HAND KNOWLEDGE OF THE JOB MARKET.

PEOPLE, PROGRAMS, AND RESOURCES (CONTINUED)

(3) SENIOR INFORMATION SESSIONS - THE PROFESSIONAL STAFF AND CAREER ASSISTANTS WILL HOLD GROUP SESSIONS PROVIDING STUDENTS WITH RESOURCES AND GENERAL GUIDANCE IN CAREER SEARCH METHODS.

(4) PRACTICE INTERVIEWS - IMPORTANT IN ANY JOB SEARCH IS THE ABILITY TO EXPRESS ONE'S SELF IN AN INTERVIEW. CAREER ASSISTANTS WILL HOLD INDIVIDUAL VIDEOTAPED SESSIONS IN WHICH STUDENTS WILL PRACTICE THE INTERVIEWING PROCESS. THIS SELF-ASSESSMENT PROCESS, IN ADDITION TO FEEDBACK FROM THE INTERVIEWER, CAN BE VERY BENEFICIAL.

(5) WORKSHOP SERIES - A SERIES OF WEEKLY COUNSELING CENTER WORKSHOPS WILL BE HELD THROUGHOUT THE SCHOOL YEAR. THESE WORKSHOPS WILL ADDRESS TOPICS SUCH AS, HOW TO PREPARE THE MOST EFFECTIVE RESUME, TIPS ON STUDY SKILLS, THE JOB-SEARCH PROCESS AND HOW TO PREPARE FOR AN INTERVIEW, AS WELL AS MANY OTHER TOPICS OF CONCERN TO STUDENTS.

(6) RECRUITERS - RECRUITERS FROM GRADUATE SCHOOLS AND BUSINESS WILL CONDUCT INTERVIEWS WITH STUDENTS. A LIST OF RECRUITERS FOR THE CURRENT ACADEMIC YEAR CAN BE OBTAINED FROM THE COUNSELING CENTER.

III. RESOURCES

CAREER LIBRARY - LOCATED IN THE COUNSELING CENTER, THIS NEWLY EXPANDED LIBRARY CONTAINS...

(A) A WIDE VARIETY OF SPECIAL DIRECTORIES, LISTING NAMES AND ADDRESSES OF EMPLOYERS IN A PARTICULAR OCCUPATIONAL FIELD, BY STATE, OR GEOGRAPHICAL AREA.

(B) DETAILED INFORMATION ON EVERY SIGNIFICANT CAREER FIELD YOU MAY WANT TO CONSIDER.

(C) THE LIBRARY IS DIVIDED INTO THE FOLLOWING CATEGORIES:

FRONT ROOM - GRADUATE STUDY, JOB HELP/RESUME, SCIENCE AND HEALTH, SOCIAL SERVICES

BACK ROOM - BUSINESS AND MANAGEMENT, HUMANITIES, EMPLOYER LIBRARY, INTERNATIONAL, GOVERNMENT, TELEPHONE BOOKS

(D) TELEPHONE BOOKS (WHITE AND YELLOW PAGES) WHICH SUPPLEMENT THE SPECIAL DIRECTORIES BY OFFERING NAMES AND ADDRESSES OF EMPLOYERS.

(E) MATERIALS FROM COMPANIES WHO WILL BE RECRUITING ON CAMPUS THIS YEAR AS WELL AS MAJOR EMPLOYERS THROUGHOUT THE COUNTRY.

(F) GRADUATE AND PROFESSIONAL SCHOOL REFERENCE BOOKS FOR MEDICINE, OTHER HEALTH PROFESSIONS (DENTISTRY, VETERINARY MEDICINE, OSTEOPATHY), LAW, BUSINESS, PSYCHOLOGY, AND ALL OTHER ACADEMIC AREAS OF STUDY.

THE LIBERAL VIEW - A CAREER EXPLORATION GUIDE FOR DICKINSON COLLEGE

*New cultural students are leaving an environment in which their attitudes are widely shared, and moving into one in which they will be isolated, surrounded, and shunted onto a series of conveyer belts that carry one into the old culture with a certain inevitable logic that can be resisted only with deliberate and perpetual effort...Students know this and fear it. They dread becoming like their parents but cannot see how to avoid it. It is as if they had come to the edge of a dense, overgrown forest, penetrable only by a series of smooth, easily traversed paths, all of which, however, have signs saying, "To the quicksand."*

*- (Philip Slater, The Pursuit of Loneliness)*

YOU'RE PROBABLY WONDERING WHAT IN THE WORLD YOU CAN DO WITH A LIBERAL ARTS DEGREE AFTER YOU GRADUATE FROM COLLEGE. THIS HANDBOOK IS DEDICATED TO THE PROPOSITION THAT YOUR QUESTION CAN BE REVERSED TO READ: "WHAT CAN'T I DO WITH A LIBERAL EDUCATION?" WE HAVE AMPLE EVIDENCE IN OUR ALUMNI FILES THAT LIBERAL ARTS GRADUATES DO JUST ABOUT ANYTHING, AND THAT IT IS COMMON FOR A GRADUATE TO STRAY FAR FROM A MAJOR FIELD OF STUDY AND COME UP SMILING. THE LIBERAL VIEW OF CAREER DEVELOPMENT POSITIVELY FEEDS ON CHANGES, RISK-TAKING, AND EXPERIMENTATION. WE SHALL HAVE MORE TO SAY ABOUT "THE LIBERAL VIEW" SHORTLY.

EASY FOR US TO BE GLIB ABOUT THE VIRTUES OF THE LIBERAL EDUCATION IN THE WORLD OF WORK, YOU SAY? WELL, THIS GUIDE IS DESIGNED TO EXPLAIN WHAT YOU CAN DO TO PUT YOUR COLLEGE YEARS TO WORK FOR YOU. NOTE THAT EVERYTHING IN THIS GUIDE IS WRITTEN IN THE PRESENT, NOT FUTURE, TENSE. THAT MEANS THAT WHATEVER ADVANTAGE YOU GAIN TOWARD YOUR CAREER GOALS WILL ACCRUE BECAUSE YOU TOOK OUR ADVICE DURING COLLEGE AND ACTED ON IT ALL FOUR YEARS PRIOR TO GRADUATION. IN A MARKET WHERE APPROXIMATELY 1,000,000 LIBERAL ARTS GRADUATES HIT THE STREETS EVERY YEAR, CLAMORING FOR THE SAME POOL OF "CHOICE" JOBS, THE EDGE WILL GO TO THOSE WHO DO THEIR RESEARCH AND MAKE THEIR CONTACTS FROM THE FRESHMAN YEAR ONWARD. TAKE ADVANTAGE OF THESE YEARS; THEY OFFER PRESSURELESS CAREER EXPLORATION. YOU WILL MISS THESE PEACEFUL TIMES WHEN YOU ARE A SENIOR.

## FORMAT OF THIS GUIDE

THIS IS A BOOKLET YOU CAN USE TO CHART YOUR CAREER DEVELOPMENT, AS YOU PROCEED THROUGH FOUR YEARS OF COLLEGE. THE UNIQUE CHARACTER OF THIS BOOKLET IS THAT IT IS HISTORICAL - YOU SHOULD USE IT DURING ALL OF YOUR TIME AT DICKINSON. RATHER THAN GIVING YOU A ONE-SHOT CAREER TEST OR OTHER DEVICE THAT WOULD FIX OR ENTOMB YOUR CAREER DECISIONS, WE PREFER TO BELIEVE THAT CAREER DIRECTIONS CHANGE ACROSS TIME AND MUST ALWAYS BE CONSIDERED "IN PROCESS." IT IS A LIVING, CHANGING RECORD OFYOU - INSTEAD OF A TEST PROFILE OR OTHER ONE-TIME ARBITRARY ANALYSIS THAT WOULD (MISTAKENLY) ETCH YOUR CAREER PROSPECTS IN STONE.

AS YOU LEAF THROUGH THE LIBERAL VIEW, YOU'LL SEE THAT YOU WILL BE COMPLETING MOST OF IT YOURSELF. WHY HAVE WE ORGANIZED A CAREER RESOURCE THIS WAY? WHY DON'T WE JUST TELL YOU WHAT JOBS ARE AVAILABLE FOR YOUR MAJOR FIELD AND BE DONE WITH IT? BECAUSE THERE ARE NO PARTICULAR JOBS JUST FOR ENGLISH MAJORS, JUST FOR HISTORY MAJORS, ETC. THE HAPPY TRUTH IS THAT YOU CAN ENTER AN ENORMOUS NUMBER OF PROFESSIONS OR OCCUPATIONS, REGARDLESS OF YOUR MAJOR FIELD OF STUDY.

THE FOLLOWING PRINCIPLES APPLY TO THIS LIBERAL VIEW:

- CAREER DEVELOPING IS ONGOING, NOT A SINGLE DECISION. EVERYTHING THAT YOU DO AND WILL DO AFFECTS YOUR FUTURE CHOICES. YOU CAN CHANGE CAREER DIRECTIONS SEVERAL TIMES WITHOUT ANY NEGATIVE CONSEQUENCES.

- YOUR CHOICES WILL BE A FUNCTION OF YOUR UNIQUE SELF, AS DEFINED BY YOUR SKILLS, VALUES, TRAITS AND INTERESTS.

- YOU WILL ACQUIRE NEW SKILLS, VALUES, TRAITS AND INTERESTS IN AS MANY IMAGINATIVE WAYS AS YOU LIKE, POINTING THEM TOWARD EXISTING CAREER FIELDS OR OCCUPATIONS THAT WILL BE CREATED IN THE FUTURE.

- YOU ARE THE ARCHITECT OF THIS CHOICE PROCESS. COUNSELORS AND CAREER ASSISTANTS ARE AVAILABLE TO HELP YOU THOUGH THE PROCESS, BUT THEY WILL NOT TELL YOU WHAT CAREERS YOU SHOULD ENTER OR EXPLORE - THAT PRIVILEGE IS RESERVED FOR YOU.

## MAJORS VS. CAREERS

IT IS WITH GREAT RELUCTANCE THAT WE HAVE ORGANIZED SOME INFORMATION IN THIS GUIDE ACCORDING TO MAJOR FIELD OF STUDY, BECAUSE WE KNOW IT IS DECEIVING TO IMPLY THAT YOUR MAJOR "QUALIFIES" YOU FOR CERTAIN AREAS OF WORK. THIS ISN'T NECESSARILY SO. BETTER TO SAY "HERE ARE AREAS OF WORK THAT MAY INTEREST YOU." HENCE, WE OFFER CERTAIN INFORMATION BY MAJOR FIELD OF STUDY FOR YOUR CONVENIENCE, AND BECAUSE YOU IDENTIFY YOURSELF WITH THIS CATEGORY. THE WORLD OF WORK IS NOT QUITE SO ARBITRARILY ORGANIZED. WORK IS INTER-DISCIPLINARY; THEREFORE YOU QUALIFY BY VIRTUE OF THE DEPTH OF YOUR THINKING SKILLS, THE BREADTH OF YOUR LEARNING, AND YOUR ABILITY TO ADAPT TO NEW SITUATIONS AND SOLVE PROBLEMS. QUALIFICATIONS FOR A JOB, ALL OF WHICH ARE USUALLY MORE IMPORTANT THAN A MAJOR FIELD OF STUDY, INCLUDE: (A) RELEVANT LIFE EXPERIENCES, (B) HOW MUCH YOU ALREADY KNOW ABOUT THE EMPLOYER'S WORK, (C) ENTHUSIASM AND COMMITMENT, (D) PERSONAL TRAITS (RELIABILITY, WARMTH), (3) HUMAN RELATIONS SKILLS, (F) COMMUNICATION SKILLS, AND (G) OTHER "LIBERAL SKILLS."

*Give me a fish and I will eat for a day. Teach me to fish, and I will eat for the rest of my life.*

*- (Ancient Proverb)*

## THIS CAREER GUIDE SPELLS INITIATIVE

EVERYTHING IN THIS CAREER GUIDE ASKS YOU TO TAKE CHARGE OF YOUR OWN CAREER DEVELOPMENT. THIS REFLECTS OUR PERSONAL PHILOSOPHY OF CAREER CHOICE:

*The best careers are those which people create for themselves.*

AT DICKINSON, WE DELIBERATELY DO NOT TRY TO FIND JOBS FOR YOU, BECAUSE WE BELIEVE THAT WOULD BE AN EASY WAY OUT FOR BOTH OF US. IF WE FOUND JOBS FOR YOU AND HANDED THEM OVER WITHOUT A WORD, YOU WOULD LEARN NOTHING AT ALL ABOUT THIS PROCESS OF CAREER SEARCH. WHAT WOULD YOU DO ONE, THREE, FIVE YEARS DOWN THE LINE WHEN YOU WANTED TO MAKE A CHANGE? CALL US UP AND ASK FOR ANOTHER JOB? SOME COLLEGE PLACEMENT OFFICES DO THAT FOR THEIR ALUMNI, BUT WE BELIEVE THIS IS ULTIMATELY SELF-DEFEATING, BECAUSE IT WOULD FOSTER YOUR DEPENDENCY UPON OTHERS.

INSTEAD OF SERVING AS AN EMPLOYMENT AGENCY, WE SHALL TRY TO TEACH YOU SKILLS THAT WILL EMPOWER YOU (BOLLES, 1976, WHAT COLOR IS YOUR PARACHUTE?) TO FIND AND CREATE YOUR OWN CAREER. THIS VIEW SEEMS ESPECIALLY RIGHT TO US, BECAUSE YOUR CAREER IS NOT VERY PREDICTABLE.

*Here I am 58 years old, and I still don't know what I want to be when I grow up.*

*- (Peter Drucker)*

*Most of the career choices in which students will ultimately settle are invisible to them while they are students.*

*- (Frank Newman)*

## IF YOU DON'T BELIEVE US . . . . . .

YOU'RE STILL SKEPTICAL. THIS CAREER GUIDE SOUNDS LIKE EVERY GET-OFF-YOUR-DUFF PARENTAL MESSAGE THAT YOU'VE EVER HEARD. DON'T TAKE OUR WORD FOR IT. ASK PEOPLE WHOSE WORK YOU ADMIRE TO TELL YOU WHAT "QUALIFICATIONS" PROPELLED THEM TO WHERE THEY ARE TODAY. MANY WILL BE LIBERAL ARTS GRADUATES. ASK THEM HOW THEIR LIBERAL EDUCATION HELPS THEM IN THEIR WORK. GO AHEAD, ASK THEM. WE DARE YOU.

DON'T ASK THEM HOW THEY ACTUALLY BECAME EMPLOYED IN THE FIRST PLACE. YOU'LL HEAR STORIES RANGING FROM PURE CHANCE TO "I HAD A FRIEND WHO..." THE WAY PEOPLE GET THEIR JOBS IS OF LITTLE HELP TO YOU, BECAUSE MOST PEOPLE DO A PERFECTLY AWFUL JOB OF IT. THEY DEPEND UPON CHANCE, BEHAVE PASSIVELY, AND SIMPLY DO NOT KNOW HOW TO ORGANIZE A JOB SEARCH AND PRESENT THEIR FULL RANGE OF TALENTS EFFECTIVELY. THIS GUIDE WILL TEACH YOU TO DO THINGS THAT YOUR PARENTS PROBABLY CANNOT TEACH YOU. TRY THEM OUT, AND TELL US IF WE ARE DELUDING OURSELVES.

## WHAT IS THIS LIBERAL VIEW?

IF YOUR FIRST URGE IS TO SKIP TO THE CHAPTERS WHERE WE TELL YOU HOW TO DO IT, YOU'RE MAKING A BIG MISTAKE. WE URGE THAT YOU ASSIMILATE THE LIBERAL VIEW OF CAREER DEVELOPMENT, BECAUSE IT WILL FLY IN THE FACE OF WHAT YOUR PARENTS, FRIENDS, RELATIVES, AND ASSORTED OTHERS HAVE BEEN TELLING YOU FOR YEARS. ABSORB THE SIX PRINCIPLES OF THE LIBERAL VIEW SO THAT YOU CAN EFFECTIVELY COUNTER THE MYTHS THAT PEOPLE PERPETUATE ABOUT CAREER DECISION-MAKING.

THE BIG MYTH FOCUSES UPON ONENESS: "ONE MUST ACQUIRE CERTAIN FORMAL TRAINING AND SKILLS, TO PREPARE FOR ONE CAREER AND ONE LADDER OF ADVANCEMENT." WHILE THIS SIMPLE, PREDICTABLE NOTION OF CAREER DEVELOPMENT MAY BE REMARKABLY ACCURATE FOR SOME PEOPLE (DOCTORS AND COLLEGE PROFESSORS ARE AMONG THE MORE OBVIOUS EXAMPLES), THE CAREER PATTERNS OF MOST LIBERAL ARTS GRADUATES PUT THE LIE TO THE ONENESS MYTHOLOGY. PEOPLE IN GENERAL HAVE AN AVERAGE OF 3 DIFFERENT CAREERS AND SEVEN TO TEN DIFFERENT JOBS IN A LIFETIME, ACCORDING TO THE BUREAU OF LABOR STATISTICS. THE BLS ALSO TELLS US THAT 7,500 OF THE 30,000 JOB TITLES IN EXISTENCE AS OF 1970 WILL BE OUT OF CIRCULATION IN THE 80'S. RELATIONSHIPS BETWEEN FORMAL EDUCATION AND JOB EXPERIENCE ARE LOOSE AT BEST, WITH THE EXCEPTION OF CAREERS INVOLVING MUCH TECHNICAL OR SPECIALIZED KNOWLEDGE. THREE TO FIVE YEARS AFTER GRADUATION, 50% OR MORE COLLEGE GRADUATES ARE DOING WORK THAT HAS LITTLE OR NOTHING TO DO WITH THEIR UNDERGRADUATE MAJOR FIELD.

## • THE LIBERAL VIEW •

WE HAVE PURPOSELY CHOSEN THE WORD "LIBERAL" AS THE SYMBOL FOR THIS CAREER GUIDE, BUT NOT FOR THE REASON THAT YOU ARE THINKING. OUR PHILOSPHY CORRELATES WITH BUT IS NOT DELIMITED BY THE LIBERAL EDUCATION. WE USE THE WORD "LIBERAL" BECAUSE IT DERIVES FROM THE VERB "TO LIBERATE", OR SET FREE. FREE FROM WHAT? FROM THE BELIEF THAT CAREER IS A PREDICTABLE, CLOSE-ENDED PROCESS. FROM THE NOTION THAT CHOICES ARE IRREVERSIBLE. FROM THE SEVERELY MYOPIC VIEW THAT YOUR LEARNING HERE IN COLLEGE IS SIMPLY TRAINING FOR YOUR CAREER.

THE MYTHS OF CAREER PREDICTABILITY, CAREER LADDERS, AND COLLEGE-AS-TRAINING MAKES A PERSON FEEL AT 20 YEARS OF AGE AS THOUGH THERE IS A TRAIN LEAVING THE STATION AND S(HE) HAD BETTER GET ON BOARD IN A HURRY. PERSONS WHO UNDERSTAND THE LIBERAL VIEW AND CAN ACT UPON ITS PRINCIPLES (SEE FOLLOWING PAGES) WILL LET A LOT OF TRAINS PASS BY, BECAUSE THEY WILL BE BUSY BUILDING THEIR OWN VEHICLES AND MAPPING NEW TRAILS TO UNKNOWN DESTINATIONS. THE ULTIMATE BENEFIT OF THE LIBERAL VIEW IS THAT A PERSON CAN SAY:

> "IF MY JOB WERE TO DISAPPEAR TOMORROW, I WOULD NOT SUFFER. I WOULD KNOW THAT THERE ARE OTHER PLACES WHERE I CAN BE USEFUL AND STIMULATED AND I WOULD KNOW HOW TO FIND THESE PLACES. IN FACT, IT WOULD BE A NEW ADVENTURE FOR ME, AND I WOULD WELCOME IT."

### EXPERIMENT DURING YOUR 20'S

WE URGE YOU TO APPROACH WORK DURING YOUR 20'S WITH THE EXPECTATION THAT THINGS WILL CHANGE. EVERY FIRST, SECOND, OR THIRD JOB IS A TRIAL EXPERIENCE. THE GREATER THE VARIETY OF THINGS THAT YOU DO DURING YOUR 20'S, THE MORE VALUABLE YOU WILL BE WHEN YOU PASS 30. THIS RATHER RADICAL EMBRACE OF RISK-TAKING AND CHANGE IS MADE POSSIBLE BY THE SIX GUIDING PRINCIPLES OF THE LIBERAL VIEW, WHICH ARE OUTLINED BELOW.

### LIBERATING PRINCIPLE #1

- I CAN STUDY ANYTHING THAT I PLEASE IN COLLEGE

SURVEYS RECENTLY CONDUCTED BY THE U. OF MINNESOTA, SOUTHERN ILLINOIS UNIVERSITY, ST. PETERS COLLEGE, DREW UNIVERSITY, AND MANY OTHERS VALIDATE THE REALITY THAT LARGE NUMBERS OF COLLEGE GRADUATES FIND EMPLOYMENT THAT MAKES USE OF THEIR TALENTS, EVEN THOUGH THE EMPLOYMENT IS ONLY DIMLY RELATED TO THEIR UNDERGRADUATE MAJORS. SOCIOLOGY MAJORS BECOME STOCK BROKERS, RELIGION MAJORS METAMORPHOSE INTO GOVERNMENT OFFICIALS, ECONOMICS MAJORS EVOLVE INTO SOCIAL WORKERS, AND SO FORTH.

FURTHERMORE, A WIDE VARIETY OF PROGRAMS OF GRADUATE AND PROFESSIONAL STUDY (MASTER OF BUSINESS ADMINISTRATION, MASTER OF PUBLIC ADMINISTRATION, MASTER OF SOCIAL WORK, AND MANY OTHERS) HAVE ENTRY REQUIREMENTS THAT WELCOME PEOPLE FROM A WIDE ARRAY OF MAJOR FIELDS.

LIBERATING PRINCIPLE #1 (CONTINUED)

PEOPLE WHO STUDY ONE FIELD, GET OUTSIDE EXPERIENCE IN ANOTHER FIELD, AND WORK IN A THIRD FIELD USUALLY FIND PAYOFF IN COMBINING THE DIFFERENT THINGS THAT THEY HAVE DONE BOTH INSIDE AND OUTSIDE OF THE CLASSROOM. FOR EXAMPLE, A RECENT GRADUATE OF DICKINSON MAJORED IN GEOLOGY, OBTAINED ADMINISTRATIVE EXPERIENCE IN ALL-COLLEGE COMMITTEES, AND TAUGHT PEOPLE HOW TO SCUBA DIVE ON THE SIDE. HE'S NOW MANAGING A SCUBA-DIVING SCHOOL IN THE BAHAMAS.

LIBERATING PRINCIPLE #2

- MY SKILLS CAN BE APPLIED IN A WIDE VARIETY OF WORK SITUATIONS

> *If a person has a talent and cannot use it, he has failed. If he has a talent and only uses half of it, he has partly failed. If a person has a talent and somehow learns to use the whole of it, he has gloriously succeeded, and won a satisfaction and a triumph few people ever know.*
>
> *- (Thomas Wolfe)*

YOU SHOULD RECOGNIZE RIGHT FROM THE START THAT THERE ARE THREE DIFFERENT TYPES OF SKILLS INVOLVED IN ANY JOB: (A) SPECIFIC SKILLS, THOSE WHICH ARE UNIQUE TO THE JOB BEING PERFORMED, (B) SELF-MANAGEMENT SKILLS, THOSE WHICH REQUIRE THE INDIVIDUAL TO ADAPT TO THE SCHEDULING, PHYSICAL SETTING, AND PEOPLE IN THE PLACE WHERE S(HE) WORKS, (C) FUNCTIONAL SKILLS, THOSE WHICH ARE NOT SPECIFIC TO THAT ONE JOB, BUT ARE APPLIED IN A WIDE VARIETY OF JOBS IN A WIDE VARIETY OF CONTEXTS.

EXAMPLE: CERTIFIED PUBLIC ACCOUNTANT

| SPECIFIC SKILLS | SELF-MANAGEMENT SKILLS | FUNCTIONAL SKILLS |
|---|---|---|
| ACCOUNTING PROCEDURES | WORK WITH PRECISION | COMPUTE NUMERICAL DATA |
| | ORDERLINESS | RECORD DATA ACCURATELY |
| TAX LAWS AND PROCEDURES | ABILITY TO WORK WHEN BUSINESS PEAKS | EXPLAIN LAWS TO OTHERS |
| | SIT STILL FOR LONG PERIODS OF TIME | READ TECHNICAL MANUALS |
| | HONESTY | ANALYZE QUANTITATIVE DATA |
| | | ORGANIZE FILES |

YOU SHOULD NOTE SEVERAL THINGS ABOUT THESE SKILLS DEFINED IN THE EXAMPLE: (1) THE SPECIFIC SKILLS ARE A NECESSARY BUT NOT SUFFICIENT CONDITION FOR ATTAINING COMPETENCE IN THE PROFESSION. THERE ARE PLENTY OF PEOPLE WHO KNOW ACCOUNTING PROCEDURES BUT ARE NOT RESPECTED BY THEIR COLLEAGUES OR CLIENTS; (2) THE SELF-MANAGEMENT AND FUNCTIONAL SKILLS ARE ALMOST ALWAYS THE ONES WHICH ARE REGARDED AS MUST CRUCIAL TO COMPETENCE AND EFFECTIVENESS; (3) THE SELF-MANAGEMENT AND FUNCTIONAL SKILLS CAN BE ACQUIRED ALMOST ANYWHERE A PERSON IS WILLING TO LOOK FOR THE APPROPRIATE EXPERIENCES.

LIBERATING PRINCIPLE #2 (CONTINUED)

THIS CLEAR DISTINCTION BETWEEN SPECIFIC SKILLS AND SELF-MANAGEMENT OR FUNCTIONAL SKILLS CAN BE ILLUSTRATED FOR ANY OCCUPATION THAT CALLS FOR JUDGMENT AND RESPONSIBILITY. TRY ANOTHER OCCUPATION (FILL IN THE SKILLS THAT YOU FEEL ARE IMPORTANT), AND DISCOVER WHAT WE MEAN.

LIBERATING PRINCIPLE #3

- MY LIFE EXPERIENCES CAN BE COMBINED CREATIVELY

NOTHING THAT YOU DO IS EVER WASTED. EVERYTHING TO WHICH YOU DEVOTE YOUR TIME CAN BE COMBINED CREATIVELY, IF YOU DESIRE SUCH A COMBINATION AND ARE WILLING TO BE IMAGINATIVE.

EXAMPLES: (1) A PERSON WHO'S MAJORED IN ENGLISH, HAD A GREAT DEAL OF BOATING EXPERIENCE, HAS LIVED IN SOUTH AMERICA FOR SEVERAL YEARS, AND HAS SALES EXPERIENCE CAN APPLY HIS LIFE EXPERIENCES AS AN AUTHOR OF SALES MANUALS AND MATERIALS FOR A BOATING MANUFACTURER, OR USE A NEWSLETTER ABOUT BOATING AS A SALES AND PUBLIC RELATIONS TOOL.

(2) A PERSON WHO HAS STUDIED MARKETING, ACQUIRED COUNSELING EXPERIENCE WITH YOUTH AND ADULTS, TAUGHT IN PUBLIC SCHOOL, AND DONE COMMERCIAL ART WORK CAN USE HER/HIS TALENTS AND LIFE EXPERIENCES TO DELIVER (MARKET) THE AVAILABILITY OF COMMUNITY MENTAL HEALTH PROGRAMS TO PEOPLE IN THE LOCAL COMMUNITY, USING EDUCATIONAL AND ARTISTIC METHODS.

THE WORK OPPORTUNITIES IN THE UNITED STATES OF AMERICA IS SO VARIED AND EXPANDING THAT IT WOULD BE DIFFICULT TO IMAGINE A TYPE OF WORK THAT SOMEONE IS NOT ALREADY DOING. IN SOME CASES, THE THINGS PEOPLE ARE DOING ARE NOT PAID POSITIONS. REMEMBER THAT EXPERIENCE IS VALUABLE TO YOU, WHETHER YOU ARE PAID FOR IT OR NOT.

LIBERATING PRINCIPLE #4

- NO TWO PEOPLE DO A PARTICULAR JOB IN THE SAME WAY

A SINGLE OBJECTIVE CAN BE ACCOMPLISHED USING DIFFERENT SKILLS. FOR EXAMPLE, A DIRECTOR OF ALUMNI FOR A COLLEGE CAN AROUSE ALUMNI INTEREST AND CONTRIBUTIONS THROUGH (A) DIRECT MAIL CAMPAIGNS, (B) TELEPHONE SOLICIATION, (C) THE ALUMNI MAGAZINE, (D) PERSONAL CONTACT, (E) TRAINING A SYSTEM OF ALUMNI VOLUNTEERS. THE

LIBERATING PRINCIPLE #4 (CONTINUED)

WAY IN WHICH THE ALUMNI DIRECTOR CHOOSES TO SPEND HER/HIS TIME WILL PROBABLY BE A FUNCTION OF THE SKILLS S(HE) MOST ENJOYS USING. THUS, TO A CERTAIN EXTENT, A PERSON CAN SHAPE HER/HIS OWN JOB DESCRIPTION. EMPLOYERS DON'T REALLY CARE ABOUT JOB DESCRIPTIONS; THEY CARE ABOUT SEEING OBJECTIVES ACCOMPLISHED. IF YOU CAN SELL 1,000 WIDGETS BY FLOATING A DIRIGIBLE ABOVE YANKEE STADIUM, THEN MORE POWER TO YOU.

LIBERATING PRINCIPLE #5

- I CAN SATISFY MANY OF MY WORK NEEDS, OUTSIDE OF MY PAID EMPLOYMENT

IT IS AN ECONOMIC REALITY THAT THERE ARE MANY MORE HIGHLY EDUCATED PEOPLE IN THIS COUNTRY THAN THERE ARE JOBS WITH SUFFICIENT RESPONSIBILITY TO SATISFY THEM AND USE ALL OF THEIR TALENTS. OF EVERY 100 PEOPLE EMPLOYED, ONLY 2 ARE "INDEPENDENT PROFESSIONALS" (DOCTORS, LAWYERS), 12 ARE SALARIED "PROFESSIONAL AND TECHNICAL WORKERS", AND 13 ARE "MANAGERS, OFFICIALS, FARM OWNERS, AND SELF-EMPLOYED." THE REMAINING 73 ARE: 35 "BLUE COLLAR INDUSTRIAL WORKERS", 24 "CLERICAL AND SALES WORKERS", 12 "SERVICE WORKERS", AND 2 "FARM WORKERS." (WHAT'S HAPPENING TO OUR JOBS?)

FURTHERMORE, THE FASTEST-GROWING SEGMENTS OF THE LABOR FORCE ARE THE SERVICE AND CLERICAL SEGMENTS, NOT THE PROFESSIONAL AND MANAGERIAL. THIS MEANS THAT SOME COLLEGE GRADUATES WILL BE OFFICE WORKERS, SOME WILL ENTER SERVICE WORK (FAST FOOD CHAINS, GARDENING SERVICES, HOUSE-CLEANING) AND WILL STAY THERE FOR QUITE A WHILE.

DOES THIS MAKE YOU FEEL EVEN MORE DESPERATE, MORE DETERMINED TO STRUGGLE FOR THE PLACE IN PROFESSIONAL SCHOOL? PERHAPS IT DOES, BUT IT COULD ALSO LIBERATE YOU FROM FEELING THAT YOUR JOB MUST SATISFY ALL OF YOUR NEEDS FOR PERSONAL ACCOMPLISHMENT. IN MASLOW'S TERMS, NEEDS ARE SATISFIED HIERARCHICALLY (SAFETY-PHYSIOLOGICAL, THEN SECURITY, THEN BELONGINGNESS, THEN SELF-ESTEEM, THEN SELF-ACTUALIZATION), AND YOUR JOB MAY LEAVE YOU STUNTED AT THE SECURITY LEVEL. HOWEVER, THIS MEANS YOU ARE FREE TO SEEK HIGHER LEVELS OF DEVELOPMENT OUTSIDE OF YOUR PAID EMPLOYMENT. WHEN YOU DON'T GET PAID FOR YOUR WORK YOU RELEASE THE ONE SHACKLE THAT CAN REALLY LIMIT YOU: THE OBJECTIVES OF THE EMPLOYING INSTI-TUTION.

LIBERATING PRINCIPLE #6

• IT IS BOTH POSSIBLE AND DESIRABLE TO CHANGE MY JOB WHENEVER THE SPIRIT MOVES ME

IT IS DOWNRIGHT DEADENING TO STAY IN ONE PLACE, IF YOU ARE TIRED OF WHAT YOU ARE DOING AND WANT TO TRY SOMETHING ELSE. THE SAMENESS AND PREDICTABILITY OF A NO-GROWTH SITUATION WILL WEAR YOU DOWN EMOTIONALLY AND GROW WARTS ON YOUR PSYCHE. SOME OF THE MOST CREATIVE AND TURNED-ON GRADUATES OF DICKINSON WE KNOW TELL US: "EVERY 5 YEARS OR SO, I HAVE TO MOVE ON, DO SOMETHING IN A DIFFERENT WAY, AT LEAST CHANGE THE JOB I AM DOING EVEN THOUGH I MAY KEEP THE SAME TITLE."

THE BENEFITS OF CHANGE ARE WELL KNOWN:

(1) THE MORE YOU KNOW ABOUT TWO OR MORE EMPLOYERS, OR TWO OR MORE DIFFERENT SECTORS OF THE WORK WORLD, THE MORE VALUABLE YOU ARE. PEOPLE WHO CAN ARTICULATE BETWEEN GOVERNMENT AND INDUSTRY, ACADEMIA AND GOVERNMENT, OR INDUSTRY AND THE NON-PROFIT SECTOR ARE THE MORE VALUED, BECAUSE THESE SECTORS MUST INTERACT WITH EACH OTHER.

(2) NEW JOB SITUATIONS GIVE YOU THE OPPORTUNITY TO USE SOME OF YOUR FAVORITE SKILLS WHICH MAY HAVE BEEN LYING ON THE SHELF IN YOUR OLD JOB.

(3) SOMETIMES IT ONLY TAKES A FEW YEARS TO SOLVE THE PROBLEMS INHERENT IN A PARTICULAR SITUATION. ONCE THE PROBLEMS ARE SOLVED AND PROCEDURES ARE ESTABLISHED, THE WELL OF CREATIVITY HAS RUN DRY.

(4) AS YOUR EXPERIENCES GROW IN NUMBER AND VARIETY, YOUR POSSIBILITIES FOR COMBINING THESE EXPERIENCES MULTIPLY GEOMETRICALLY.

*Know Thyself*

*- Plato*

## SELF-ASSESSMENT

WE RELY HEAVILY UPON SELF-ASSESSMENT BECAUSE: (A) MANY STUDENTS COME HERE EXPECTING A SERIES OF APTITUDE TESTS AND INTEREST INVENTORIES THAT WILL TELL THEM WHAT TO DO WITH THEIR LIVES. ACCORDING TO OUR PHILOSOPHY OF CAREER EXPLORATION (NOT EVERYONE AGREES WITH US), WE DE-EMPHASIZE EXTERNAL EVALUATION AND STRESS INSTEAD INTERNAL MEANS OF SELF-ASSESSMENT. IN OTHER WORDS, YOU'RE THE BEST JUDGE OF YOUR OWN EXPERIENCES; (B) PEOPLE NEED TO BE TOLD THAT IT'S OK TO SEEK THE KINDS OF WORK THAT YOU FIND"PLAYFUL" (YOU ENJOY THEM) AND USE THE SKILLS THAT BEST REPRESENT YOU; (C) CAREER DECISIONS THAT HAVE NO VALUES ARE EMPTY DECISIONS, AND LIKELY TO BE SELF-DEFEATING; (D) EVERY EXPERIENCE IN YOUR LIFE CAN BE ASSESSED FOR ITS RELATIONSHIP TO FUTURE WORK POSSIBILITIES; (E) SO MANY PEOPLE ADOPT THE "I'LL GO WHEREVER I GET ACCEPTED" MENTALITY. THIS IS PASSIVE BEHAVIOR. A PERSON WHO PAYS LITTLE ATTENTION TO HER/HIS OWN UNIQUENESS IS LIKELY TO BE AN EMPLOYMENT MISFIT.

THERE ARE THREE GUIDING PRINCIPLES FOR YOUR CAREER EXPLORATION, AS DEFINED BELOW. REMEMBER THAT WHEN WE USE THE WORD "CAREER," WE ARE REFERRING TO ALL OF YOUR LIFE ACTIVITIES, NOT JUST THE ONES YOU GET PAID FOR.

(1) DO THE WORK THAT YOU MOST ENJOY

(2) DO WORK THAT YOU FEEL IS IMPORTANT, BY YOUR OWN STANDARDS

(3) USE THOSE SKILLS WHICH YOU MOST ENJOY AND THOSE WHICH REPRESENT YOUR PROMINENT STRENGTHS

YOU CANNOT EXPECT THAT ALL PAID EMPLOYMENT WILL SATISFY THESE GUIDING PRINCIPLES FOR YOU, BUT YOU CAN BEGIN YOUR CAREER SEARCH AS THOUGH IT WERE POSSIBLE, AND EXPLORE UNTIL YOU DISCOVER THE LIMITS. THEN, WHATEVER NEEDS ARE NOT MET BY YOUR PAID EMPLOYMENT CAN BE ACTIVELY SATISFIED AWAY FROM THE JOB. OR, YOU CAN DO IT IN REVERSE. SEEK NON-PAID ACTIVITIES THAT SATISFY YOUR STRONGEST INCLINATIONS, AND THEN LOOK FOR A JOB THAT BRINGS INCOME AND SECURITY, AND MAY PICK UP A FEW OF THE REMAINING PERSONAL NEEDS.

- SKILLS INVENTORY

> *The educated person who lacks the liberal skills will function at the level of a mere technician. A world filled with technicians would be unable to see beyond immediate tasks.*
>
> *- (Alumnus, 1976)*

• SKILLS INVENTORY (CONTINUED)

*Thus, the skills employers are looking for in graduates are not specific to a machine or industry; they want young workers who can read, write, compute, pick up new skills quickly and eagerly, and interact cooperatively with others. These are the adaptive skills of liberal education, not the specific skills of vocational education.*

*- (O'Toole, Change, 1975)*

THUS, WHEN A COLLEGE STUDENT ASKS YOU: "WHAT CAN I DO DURING COLLEGE THAT WILL IMPROVE MY CHANCES OF ADVANCING IN THE WORLD OF WORK?" DON'T WASTE TIME TALKING ABOUT COURSE SELECTIONS, HOW TO STUDY HARDER, OR DOORS THAT WILL BE OPENED BY THE DICKINSON DEGREE. INSTEAD, SPEAK OF THE LIBERAL SKILLS.

LISTED BELOW ARE MANY OF THE SKILLS WHICH PEOPLE ACQUIRE IN A VARIETY OF LIFE ACTIVITIES. YOU HAVE SOME OF THESE, BUT NOT OTHERS. ALL OF THESE SKILLS ARE IMPORTANT IN PROFESSIONS AND VOCATIONS THAT YOU MAY CONSIDER AFTER YOU COMPLETE YOUR EDUCATION.

SKILLS ARE A PART OF YOUR ACADEMIC COURSEWORK, SPECIAL ACADEMIC PROGRAMS, OUT-OF-CLASS ACTIVITIES, AND WORK EXPERIENCE, AS YOU WILL SEE IN LATER PAGES OF THIS LIBERAL VIEW. LOOK THROUGH THE LIST OF SKILLS BELOW AND INVENTORY THE SKILLS THAT YOU FEEL APPLY TO YOU, ACCORDING TO THE FOUR COLUMNS THAT ARE DESCRIBED IN THE FOLLOWING INSTRUCTIONS.

WHEN YOU COMPLETE THIS SKILLS INVENTORY ON A SECOND OCCASION, USE THE SECOND SET OF FOUR COLUMNS. EACH TIME YOU COMPLETE THE INVENTORY, NOTE THE DATE, SO THAT YOU'LL HAVE A CHRONOLOGICAL RECORD OF YOUR SKILL DEVELOPMENT.

(1) HAVE DONE - CHECK ALL THE SKILLS YOU HAVE USED BEFORE. INCLUDE ANYTHING, REGARDLESS OF WHERE YOU DID IT, WHETHER YOU WERE GOOD WITH THIS SKILL OR HOW YOU FELT ABOUT IT.

(2) ENJOY A LOT - CHECK ONLY THOSE SKILLS YOU REALLY LIKE DOING, THOSE YOU WOULD BE EAGER TO USE AGAIN.

(3) WISH I HAD - CHECK THOSE SKILLS YOU WOULD LIKE TO HAVE, WHICH YOU HAVE DONE VERY LITTLE OR NOT AT ALL BEFORE.

(4) DISLIKE - CHECK THOSE SKILLS YOU DEFINITELY DON'T WANT TO USE, EITHER THOSE YOU'VE NEVER DONE BEFORE OR THOSE YOU HAVE USED BUT DON'T CARE TO USE AGAIN.

*SKILL - any ability to perform a function that is not specific to a single job or task, but is applicable to a wide variety of tasks in a wide variety of job contexts.*

| | DATE: | | | | DATE: | | | |
|---|---|---|---|---|---|---|---|---|
| | HAVE DONE | ENJOY A LOT | WISH I HAD | DISLIKE | HAVE DONE | ENJOY A LOT | WISH I HAD | DISLIKE |
| WRITING ARTICLES, REPORTS, ETC. | | | | | | | | |
| TALKING WITH OTHERS | | | | | | | | |
| SPEAKING TO GROUPS, IN PUBLIC | | | | | | | | |
| PERSUADING OTHERS | | | | | | | | |
| SELLING PRODUCTS, IDEAS | | | | | | | | |
| DRAMATICS, THEATRE | | | | | | | | |
| NEGOTIATING, REACHING AGREEMENTS | | | | | | | | |
| RELATING EASILY IN SOCIAL SITUATIONS | | | | | | | | |
| DEALING WITH THE PUBLIC | | | | | | | | |
| MAKING A GOOD APPEARANCE | | | | | | | | |
| COPING W/CRITICISM | | | | | | | | |
| DESIGNING PROJECTS/PROGRAMS | | | | | | | | |
| WORKING WITH NUMBERS | | | | | | | | |
| SOLVING QUANTITATIVE PROBLEMS | | | | | | | | |
| USING COMPUTERS | | | | | | | | |
| MANAGING MONEY-BUDGETING | | | | | | | | |
| SCIENTIFIC INVESTIGATING | | | | | | | | |
| RESEARCHING PROBLEMS & INFO. | | | | | | | | |
| TECHNICAL WORK, WITH EQUIPMENT, APPARATUS | | | | | | | | |
| MECHANICAL REASONING | | | | | | | | |
| MANUAL DEXTERITY | | | | | | | | |
| PHYSICAL STAMINA - HEALTH | | | | | | | | |
| OUTDOOR WORK | | | | | | | | |
| GOOD SENSE OF HUMOR | | | | | | | | |
| ARTISTIC, CREATIVE | | | | | | | | |
| IMAGINATIVE WITH IDEAS | | | | | | | | |
| ATHLETIC ABILITY | | | | | | | | |
| OUTDOOR TRAVELING/SURVIVAL | | | | | | | | |
| SUPERVISING WORK OF OTHERS | | | | | | | | |
| TEACHING, INSTRUCTING | | | | | | | | |
| COACHING INDIV. PERFORMANCES | | | | | | | | |
| COUNSELING, HELPING OTHERS | | | | | | | | |
| ORGANIZING, PLANNING EVENTS, PROGRAMS | | | | | | | | |
| KEEPING ORDERLY RECORDS & MATERIALS | | | | | | | | |
| HANDLING DETAILS W/CARE & ACCURACY | | | | | | | | |
| MAKING DECISIONS | | | | | | | | |
| MANAGING PROGS., PEOPLE & RESOURCES | | | | | | | | |
| WORKING AS PART OF A TEAM | | | | | | | | |
| _____ | | | | | | | | |
| _____ | | | | | | | | |
| _____ | | | | | | | | |
| _____ | | | | | | | | |
| _____ | | | | | | | | |

15.

## • WORK VALUES INVENTORY

*Time is dead as long as it is being clocked off by little wheels; only when the clock stops does time come to life.*

*- (William Faulkner)*

*Man only plays when in the full meaning of the word he is a man, and he is only completely a man when he plays. I promise you that the edifice of aesthetic art and the still more difficult art of life will be supported by this principle.*

*- (Friedrich Schiller)*

MANY PEOPLE FEEL GUILTY IF THEY ARE ENJOYING THEIR WORK. OTHER MORE EXTREME CASES BELIEVE THAT WORK ISN'T WORK UNLESS YOU ARE SUFFERING. THOSE WHO REGARD PLAY AS WASTEFUL, FRIVOLOUS MIGHT SAY: "IF I'M HAVING A GOOD TIME, I MUST NOT BE WORKING." BY CONTRAST, OTHERS MANAGE TO MAKE THEIR WORK PLAYFUL, CREATIVE. THEY ARE REWARDED BY THE JOY OF THE MOMENT, AS WELL AS THE PRODUCTIVE ENDS THEY MAY REALIZE.

WE URGE YOU NOT TO MAKE AN ARTIFICIAL SEPARATION BETWEEN WORK AND PLAY. IT IS POSSIBLE TO BE BOTH WORKING AND PLAYING AT THE SAME TIME. USE THIS SELF-ASSESSMENT EXERCISE BELOW TO HELP YOU FIND CLUES WHICH MAY TELL YOU WHAT KINDS OF ACTIVITY YOU MOST NATURALLY, EVEN UNCONSCIOUSLY, PREFER.

EACH OF US HAS CERTAIN VALUES THAT ARE IMPORTANT TO US IN A JOB SETTING. LISTED BELOW ARE A NUMBER OF SATISFACTIONS THAT PEOPLE CAN OFTEN EXPECT TO GET FROM THEIR WORK.

(1) LOOK THROUGH THE LIST AND PLACE A CHECK MARK NEAR EACH VALUE THAT IS IMPORTANT TO YOU IN YOUR CAREER CHOICE.

(2) WHEN YOU HAVE FINISHED THE INVENTORY, DECIDE WHICH OF THE 5 VALUES YOU REGARD AS MOST IMPORTANT FOR YOU, AND THE 5 VALUES YOU REGARD AS LEAST IMPORTANT. LIST THESE IN THE SPACES AT THE END OF THE INVENTORY.

| DATE: _____ | DATE: _____ | VALUE |
|---|---|---|
| _____ | _____ | HELP SOCIETY - DO SOMETHING TO CONTRIBUTE TO THE BETTERMENT OF THE WORLD I LIVE IN. |
| _____ | _____ | GOOD INVESTMENT - CHOOSE A POSITION THAT DEMONSTRATES THAT MY DOLLARS FOR COLLEGE WERE WELL SPENT. |

• WORK VALUES INVENTORY (CONTINUED)

| DATE: | DATE: | VALUE |
|---|---|---|
| ____ | ____ | HELP OTHERS - BE INVOLVED IN HELPING OTHER PEOPLE IN A DIRECT WAY, EITHER INDIVIDUALLY OR IN SMALL GROUPS. |
| ____ | ____ | AUDIENCE - ALWAYS HAVE A GROUP OF PEOPLE OR AUDIENCE WHO ARE WILLING TO LISTEN TO ME. |
| ____ | ____ | PUBLIC CONTACT - HAVE A LOT OF DAY-TO-DAY CONTACT WITH PEOPLE. |
| ____ | ____ | WORK WITH OTHERS - HAVE CLOSE WORKING RELATIONSHIPS WITH A GROUP. WORK AS A TEAM TOWARD COMMON GOALS. |
| ____ | ____ | WORK UNDER PRESSURE - WORK IN SITUATIONS WHERE TIME PRESSURE IS PREVALENT AND/OR QUALITY OF MY WORK IS JUDGED CRITICALLY BY SUPERVISORS, CUSTOMERS OR OTHERS. |
| ____ | ____ | AFFILIATION - BE RECOGNIZED AS A MEMBER OF A PARTICULAR ORGANIZATION. |
| ____ | ____ | FRIENDSHIPS - DEVELOP CLOSE PERSONAL RELATIONSHIPS WITH PEOPLE AS A RESULT OF MY WORK ACTIVITIES. |
| ____ | ____ | CLOSE TO POWER - POSITION WHERE I HAVE DIRECT AND FREQUENT CONTACT WITH INFLUENTIAL PEOPLE. |
| ____ | ____ | COMPETITION - ENGAGE IN ACTIVITIES WHICH PIT MY ABILITIES AGAINST OTHERS WHERE THERE ARE CLEAR WIN-AND-LOSE OUTCOMES. |
| ____ | ____ | MAKE DECISIONS - HAVE THE POWER TO DECIDE COURSES OF ACTION, POLICIES, ETC. |
| ____ | ____ | POWER & AUTHORITY - CONTROL THE WORK ACTIVITIES OR (PARTIALLY) THE DESTINIES OF OTHER PEOPLE. |
| ____ | ____ | FOREIGN LANGUAGE - USING FOREIGN LANGUAGES. |
| ____ | ____ | INFLUENCE PEOPLE - BE IN A POSITION TO CHANGE ATTITUDES OR OPINIONS OF OTHER PEOPLE. |
| ____ | ____ | WORK ALONE - DO PROJECTS BY MYSELF, WITHOUT ANY SIGNIFICANT AMOUNT OF CONTACT WITH OTHER PEOPLE. |

• WORK VALUES INVENTORY (CONTINUED)

| DATE: | DATE: | VALUE |
|---|---|---|
| ____ | ____ | WORK WITH OTHERS - HAVE CLOSE WORKING RELATIONSHIPS WITH A GROUP WORK AS A TEAM TOWARD A COMMON GOAL. |
| ____ | ____ | KNOWLEDGE - ENGAGE MYSELF IN THE PURSUIT OF KNOWLEDGE, TRUTH, AND UNDERSTANDING. |
| ____ | ____ | INTELLECTUAL STATUS - BE REGARDED AS A SCHOLAR, HAVING HIGH INTELLECTUAL PROWESS. OR ONE ACKNOWLEDGED AS AN "EXPERT" IN AN ACADEMIC FIELD. |
| ____ | ____ | ARTISTIC CREATIVITY - ENGAGE IN CREATIVE WORK IN ANY OF SEVERAL ART FORMS. |
| ____ | ____ | CREATIVITY (GENERAL) - CREATE NEW IDEAS PROGRAMS, ORGANIZATIONAL STRUCTURES OR ANYTHING ELSE NOT FOLLOWING A FORMAT PREVIOUSLY DEVELOPED BY OTHERS. |
| ____ | ____ | WORKING WITH HANDS - DESIGNING, ASSEMBLING, CONSTRUCTING. |
| ____ | ____ | DRESS WELL - APPEAR TO BE POWERFUL, SOPHISTICATED, HIGH STATUS. |
| ____ | ____ | SUCCESS/STATUS - CONVINCE OTHERS THAT I'M ON MY WAY "UP," THAT I'M MOVING TOWARD PROMINENCE AND WILL BECOME IMPORTANT. |
| ____ | ____ | AESTHETICS - BE INVOLVED IN STUDYING OR APPRECIATING THE BEAUTY OF THINGS, FORMS STRUCTURES, ETC. |
| ____ | ____ | CHANGE AND VARIETY - HAVE WORK RESPONSIBILITIES WHICH FREQUENTLY CHANGE IN THEIR CONTENT AND SETTING. |
| ____ | ____ | PRECISION WORK - WORK IN SITUATIONS WHERE THERE IS VERY LITTLE TOLERANCE FOR ERROR. |
| ____ | ____ | STABILITY - HAVE A WORK ROUTINE AND JOB DUTIES THAT ARE LARGELY PREDICTABLE AND NOT LIKELY TO CHANGE OVER A LONG PERIOD OF TIME. |
| ____ | ____ | SECURITY - BE ASSURED OF KEEPING MY JOB AND A REASONABLE FINANCIAL REWARD. |
| ____ | ____ | FAST PACE - WORK IN CIRCUMSTANCES WHERE THERE IS A HIGH PACE OF ACTIVITY. WORK MUST BE DONE RAPIDLY. |

| DATE: | DATE: | VALUE |
|---|---|---|
| _____ | _____ | RECOGNITION - BE RECOGNIZED FOR THE QUALITY OF MY WORK IN SOME VISIBLE OR PUBLIC WAY. |
| _____ | _____ | EXCITEMENT - EXPERIENCE A HIGH DEGREE OF (FREQUENT) EXCITEMENT IN THE COURSE OF MY WORK. |
| _____ | _____ | ADVENTURE - HAVE WORK DUTIES WHICH INVOLVE FREQUENT RISK-TAKING. |
| _____ | _____ | PROFIT, GAIN - HAVE A STRONG LIKELIHOOD OF ACCUMULATING LARGE AMOUNTS OF MONEY OR OTHER MATERIAL GAIN. |
| _____ | _____ | INDEPENDENCE - BE ABLE TO DETERMINE THE NATURE OF MY WORK WITHOUT SIGNIFICANT DIRECTION FROM OTHERS. NOT HAVE TO DO WHAT OTHERS TELL ME TO. |
| _____ | _____ | MORAL FULFILLMENT - FEEL THAT MY WORK IS CONTRIBUTING SIGNIFICANTLY TO A SET OF MORAL STANDARDS WHICH I FEEL ARE VERY IMPORTANT. |
| _____ | _____ | LOCATION - MY WORK LETS ME LIVE IN A PLACE OR AREA THAT IS CONDUCIVE TO MY LIFE STYLE AND LETS ME DO THE THINGS I ENJOY MOST. |
| _____ | _____ | COMMUNITY - LIFE IN A TOWN OR CITY WHERE I CAN GET INVOLVED IN COMMUNITY AFFAIRS. |
| _____ | _____ | PHYSICAL CHALLENGE - HAVE A JOB THAT MAKES PHYSICAL DEMANDS WHICH I WOULD FIND REWARDING. |
| _____ | _____ | SUPERVISION - HAVE A JOB IN WHICH I AM DIRECTLY RESPONSIBLE FOR THE WORK DONE BY OTHERS. |
| _____ | _____ | TIME FREEDOM - HAVE WORK RESPONSIBILITIES WHICH I CAN WORK AT ACCORDING TO MY OWN TIME SCHEDULE. NO SPECIFIC WORKING HOURS REQUIRED. |
| _____ | _____ | ACHIEVEMENT - ADVANCEMENT AND GROWTH ARE IMPORTANT TO ME AND WHEN I DO ANYTHING, I WANT TO DO THE BEST I CAN AND ACHIEVE MY PERSONAL GOALS. |
| _____ | _____ | TRAVEL - WORK IN A JOB WHICH AFFORDS A GOOD DEAL OF TRAVELING. |

19.

• WORK VALUES (CONTINUED)

| DATE: | DATE: | VALUE |
|---|---|---|
| _____ | _____ | CONTROL - POSITION WHERE I AM IN AS MUCH CONTROL OF MY WORK AS POSSIBLE. I WANT A PREDICTABLE ENVIRONMENT, WORK ROUTINE, ETC. |
| _____ | _____ | BUSY, BUSY, BUSY - NEED TO HAVE MY FINGERS IN A THOUSAND PIES, TO BE RESPONSIBLE FOR MANY DIFFERENT PROJECTS, INVOLVED IN A LOT OF TASKS AT THE SAME TIME. |

DATE: _____ DATE: _____

FIVE MOST IMPORTANT VALUES:

_____

_____

_____

_____

_____

DATE: _____ DATE: _____

FIVE LEAST IMPORTANT VALUES:

_____

_____

_____

_____

_____

## • PERSONAL TRAITS INVENTORY

*To pursue yourself is an interesting and absorbing thing to do. Once you have caught the scent of a hidden being, your own hidden being, you won't readily be deflected from the tracking down of it.*

*- (Cynthia Propper Seton)*

OFTEN WE DO NOT TAKE THE TIME TO DEFINE US, WHO WE ARE, THE WAY WE ACT, WHAT WE'RE LIKE. IT'S IMPORTANT TO KNOW OURSELVES BEFORE ATTEMPTING TO FIND A CAREER TO FIT THAT SELF.

LISTED BELOW ARE PERSONAL TRAITS THAT PEOPLE TYPICALLY USE TO DESCRIBE THEMSELVES. GO THROUGH THE LIST AND CHECK EVERY WORD THAT YOU HONESTLY BELIEVE DESCRIBES YOU.

| | | |
|---|---|---|
| _____ ACADEMIC | _____ ACTIVE | _____ ACCURATE |
| _____ ADAPTABLE | _____ ADVENTUROUS | _____ AFFECTIONATE |
| _____ AGGRESSIVE | _____ ALERT | _____ AMBITIOUS |
| _____ ARTISTIC | _____ ATTRACTIVE | _____ BOLD |
| _____ BROADMINDED | _____ BUSINESSLIKE | _____ CALM |
| _____ CAPABLE | _____ CAREFUL | _____ CAUTIOUS |
| _____ CHARMING | _____ CHEERFUL | _____ CLEAR-THINKING |
| _____ CLEVER | _____ COMPETENT | _____ CONFIDENT |
| _____ CONSCIENTIOUS | _____ CONSERVATIVE | _____ CONSIDERATE |
| _____ COOL | _____ COOPERATIVE | _____ COURAGEOUS |
| _____ CURIOUS | _____ DARING | _____ DELIBERATE |
| _____ DETERMINED | _____ DIGNIFIED | _____ DISCREET |
| _____ DOMINANT | _____ EAGER | _____ ENERGETIC |
| _____ EFFICIENT | _____ EMOTIONAL | _____ FIRM |
| _____ FAIR-MINDED | _____ FARSIGHTED | _____ FORMAL |
| _____ FLEXIBLE | _____ FORCEFUL | _____ GENEROUS |
| _____ FRANK | _____ FRIENDLY | _____ HEALTHY |
| _____ GENTLE | _____ GOOD-NATURED | _____ HUMOROUS |
| _____ HELPFUL | _____ HONEST | _____ INDEPENDENT |
| _____ IDEALISTIC | _____ IMAGINATIVE | _____ INFORMAL |
| _____ INDIVIDUALISTIC | _____ INDUSTRIOUS | _____ INVENTIVE |
| _____ INTELLECTUAL | _____ INTELLIGENT | _____ LIGHT-HEARTED |
| _____ KIND | _____ LEISURELY | _____ LOYAL |
| _____ LIKEABLE | _____ LOGICAL | _____ METICULOUS |
| _____ MATURE | _____ METHODICAL | _____ MODEST |
| _____ MILD | _____ MODERATE | _____ OPEN-MINDED |
| _____ NATURAL | _____ OBLIGING | _____ ORGANIZED |
| _____ OPPORTUNISTIC | _____ OPTIMISTIC | _____ ORIGINAL |

- PERSONAL TRAITS INVENTORY

| | | |
|---|---|---|
| _____ OUTGOING | _____ PATIENT | _____ PAINSTAKING |
| _____ PLEASANT | _____ PEACABLE | _____ PERSEVERING |
| _____ PRACTICAL | _____ POISED | _____ POLITE |
| _____ PRUDENT | _____ PRECISE | _____ PROGRESSIVE |
| _____ QUIET | _____ PURPOSEFUL | _____ QUICK |
| _____ REFLECTIVE | _____ RATIONAL | _____ REALISTIC |
| _____ RESERVED | _____ RELAXED | _____ RELIABLE |
| _____ RETIRING | _____ RESOURCEFUL | _____ RESPONSIBLE |
| _____ SELF-CONTROLLED | _____ ROBUST | _____ SELF-CONFIDENT |
| _____ SERIOUS | _____ SENSIBLE | _____ SENSITIVE |
| _____ SOCIABLE | _____ SHARP-WITTED | _____ SINCERE |
| _____ STABLE | _____ SPONTANEOUS | _____ SPUNKY |
| _____ STRONG-MINDED | _____ STEADY | _____ STRONG |
| _____ TEACHABLE | _____ SYMPATHETIC | _____ TACTFUL |
| _____ THOUGHTFUL | _____ TENACIOUS | _____ THOROUGH |
| _____ TRUSTING | _____ TOLERANT | _____ TOUGH |
| _____ UNASSUMING | _____ TRUSTWORTHY | _____ UNAFFECTED |
| _____ UNINHIBITED | _____ UNDERSTANDING | _____ UNEXCITABLE |
| _____ WARM | _____ VERBAL | _____ VERSATILE |
| _____ WITTY | _____ WHOLESOME | _____ WISE |
| _____ ZANY | | |

OF THE WORDS YOU HAVE CHECKED FOR YOURSELF, WHICH 5 OF THESE DESCRIBE YOU BEST? WRITE THEM BELOW:

1. _____ 2. _____

3. _____ 4. _____

5. _____

LIST OF TRAITS ADAPTED FROM PLANNING FOR CAREER OPTIONS, CATALYST, INC., 1975, NEW YORK.

*What we call "creative work" ought not to be called work at all, because it isn't...I imagine that Thomas Edison never did a day's work in his last fifty years.*

*- (Stephen Leacock)*

AFTER COMPLETING THE PREVIOUS SECTION, YOU SHOULD HAVE IDENTIFIED WHO YOU ARE IN TERMS OF THREE IMPORTANT VARIABLES: YOUR VALUES, SKILLS AND TRAITS. NOW THAT YOU HAVE ALL THAT INFORMATION, YOU CAN BEGIN TO ORGANIZE IT TO HELP FOCUS ON A CAREER CHOICE. ONE METHOD OF PUTTING IT ALL TOGETHER IS TO GO BACK OVER EACH OF THE PRECEDING THREE EXERCISES AND LIST YOUR "TOP FIVE" FROM EACH.

ADD TO THIS SUMMARY FIVE AREAS OF INTEREST THAT ARE THE MOST APPEALING TO YOU. THESE CAN BE ANYTHING, RANGING FROM ARTICHOKES TO WHITE WATER RAFTING. YOU MAY THINK OF THEM AS HOBBIES, OR SIMPLY THINGS YOU GET INVOLVED IN WHEN YOU HAVE FREE TIME. BE SURE TO LIST INTERESTS YOU HAVE DONE RECENTLY, WITHIN THE PAST FEW MONTHS.

EXAMPLE:

| | SKILLS | VALUES | INTERESTS | TRAITS |
|---|---|---|---|---|
| 1. | WRITING | CREATIVITY | PUNS | LOYAL |
| 2. | PLANNING | SECURITY | BASEBALL | DIPLOMATIC |
| 3. | NEGOTIATING | FREE TIME | FISHING | CALM |
| 4. | DETAIL | INDEPENDENT | STAMPS | PERSEVERING |
| 5. | PHYSICAL WORK | COMMUNITY | BIRDS | OPPORTUNITIES |

"TOP FIVE"

| | | | | |
|---|---|---|---|---|
| 1. | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |

NOW IT'S TIME TO BE CREATIVE. MANY OF US BELIEVE THAT THERE'S ONLY ONE, OR AT THE MOST, TWO CAREERS WE COULD COMFORTABLY FIT INTO. IN FACT, THERE ARE DOZENS, DEPENDING ON HOW WE ARRANGE AND REARRANGE OUR PRIORITIES. LOOK OVER YOUR "TOP FIVE" LISTS AGAIN, BUT INSTEAD OF READING THEM VERTICALLY, READ EACH HORIZONTALLY AND IMAGINE HOW YOU CAN COMBINE ANY ONE ROW INTO A CREATIVE CAREER.

23.

• SUMMARY (CREATING CAREERS) (CONTINUED)

1. READ ANY ROW HORIZONTALLY, FILL IN THE FOLLOWING BOXES, AND COMBINE IT INTO A CREATIVE CAREER.

2. YOU SHOULD ADD YOUR MAJOR FIELD OF STUDY IN THE FIFTH BOX, BUT ONLY IF YOU WANT TO HAVE YOUR MAJOR DIRECTLY INVOLVED IN YOUR CHOICE OF CAREER.

   IN SOME OF THE CREATIVE CAREERS BELOW, YOU SHOULD <u>LEAVE OUT THE MAJOR</u> SO THAT YOU CAN DO INSTRUCTION NUMBER 3 WHICH FOLLOWS.

3. INSTEAD OF SIMPLY COMBINING THE ELEMENTS IN EACH HORIZONTAL ROW FROM THE "TOP FIVE" LISTS ABOVE, WE RECOMMEND THAT YOU EXPERIMENT WITH VARIOUS COMBINATIONS OF SKILLS, VALUES, TRAITS, INTERESTS, AND MAJORS. FOR EXAMPLE, YOU MIGHT COMBINE THREE SKILLS WITH TWO TRAITS, OR TWO VALUES WITH THREE INTERESTS, OR A VARIETY OF OTHER COMBINATIONS.

EXAMPLES:

| SKILLS | VALUES | INTERESTS | TRAITS |
|---|---|---|---|
| WRITING | FREE TIME | STAMPS | CALM |

CREATIVE CAREER - FREE LANCE WRITING FOR A STAMP JOURNAL

| | | | |
|---|---|---|---|
| DETAIL | COMMUNITY | BASEBALL | PERSEVERING |

CREATIVE CAREER - MANAGER/STATISTICIAN FOR COUNTY LITTLE LEAGUE TEAMS.

1.

| | | | |
|---|---|---|---|
| | | | |

CREATIVE CAREER - _____

2.

| | | | |
|---|---|---|---|
| | | | |

CREATIVE CAREER - _____

3.

| | | | |
|---|---|---|---|
| | | | |

CREATIVE CAREER - _____

4.

| | | | |
|---|---|---|---|
| | | | |

CREATIVE CAREER - _____

5.

| | | | |
|---|---|---|---|
| | | | |

CREATIVE CAREER - _____

6.

| | | | |
|---|---|---|---|
| | | | |

CREATIVE CAREER - _____

## • THINGS I DISLIKE ABOUT WORK

*One thorn of experience is worth a whole wilderness of warning.*

*- (David Campbell)*

EVERY JOB HAS CERTAIN CHARACTERISTICS. SOME OF THESE YOU ENJOY, OTHERS YOU'RE NEUTRAL TOWARD AND OTHERS YOU SIMPLY CAN'T TOLERATE. IT IS THIS COMBINATION OF CONDITIONS THAT DETERMINES YOUR SATISFACTION FOR A PARTICULAR JOB. IN THE PREVIOUS SECTIONS YOU LOOKED AT THE POSITIVE CHARACTERISTICS OF JOBS BY CHOOSING VALUES, SKILLS AND TRAITS YOU'D ENJOY IN A JOB SETTING. IN THIS SECTION WE'D LIKE YOU TO DO JUST THE OPPOSITE BY STATING WHAT YOU DON'T WANT IN A JOB OR CAREERS.

IN THE FOLLOWING SPACES, LIST 10 JOB CHARACTERISTICS THAT YOU DISLIKE. BE SURE TO INCLUDE VARIABLES SUCH AS ATMOSPHERE, CONTENT, REWARDS, AND LIFESTYLE AS SEEN IN THE EXAMPLES. THINK ABOUT CAREERS YOU BELIEVE WOULD BE A POOR FIT FOR YOU, CAREERS THAT OTHER COLLEGE GRADUATES MIGHT ENJOY. WHAT DO YOU DISLIKE MOST ABOUT THESE CAREERS THAT DON'T SUIT YOU?

EXAMPLE:

| ATMOSPHERE | CONTENT | REWARDS | LIFESTYLE |
|---|---|---|---|
| ALWAYS BUSY | SEE PEOPLE ALL DAY | LOW SALARY | NO TRAVEL |
| HIGH PRESSURE | SUPERVISE OTHERS | LOW STATUS | DRESSED UP |
| CONSERVATIVE POLICY | PRECISION/DETAIL WORK | MINIMAL POWER | OVERTIME WORK |

JOB CHARACTERISTICS I DISLIKE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

25.

## • LIFE STYLE INVENTORY

*After all, most people don't find themselves, they become themselves.*

*- (Ellen Goodman)*

PEOPLE'S CAREERS OFTEN DICTATE THEIR LIFESTYLE AND VICE-VERSA. ONE STUDENT WHO CRAVED THE SIMPLE COUNTRY LIFE DECIDED TO USE HER ENGLISH DEGREE AS A TEACHER, RATHER THAN AS AN ADVERTISING COPYWRITER, WHICH IMPLIED BIG CITIES AND A PRESSURIZED ENVIRONMENT. SINCE COMPLAINTS ABOUT CAREERS ARE OFTEN LIFESTYLE ISSUES, IT IS WORTHWHILE TO EXAMINE WHAT TYPE OF LIFE YOU PICTURE YOURSELF LEADING SEVERAL YEARS FROM NOW.

IN MANY WAYS, THE LIFE STYLE YOU CREATE DURING COLLEGE WILL REVEAL THE LIFE STYLE YOU DESIRE IN THE FUTURE.

EXAMINE YOUR PREFERENCES ON THE FOLLOWING ITEMS, AND IMAGINE HOW THEY MIGHT AFFECT YOUR FUTURE CAREER DEVELOPMENT.

| | VERY IMPORTANT | SOMEWHAT IMPORTANT | NOT IMPORTANT |
|---|---|---|---|
| LIVE ALONE | _____ | _____ | _____ |
| LIVE WITH OTHER(S) | _____ | _____ | _____ |
| LIVE IN A HOUSE | _____ | _____ | _____ |
| LIVE IN AN APARTMENT | _____ | _____ | _____ |
| SOCIALIZE AT HOME | _____ | _____ | _____ |
| GO OUT FOR SOCIAL LIFE | _____ | _____ | _____ |
| SPEND MONEY | _____ | _____ | _____ |
| SAVE MONEY | _____ | _____ | _____ |
| TRAVEL A LOT | _____ | _____ | _____ |
| HAVE MANY POSSESSIONS | _____ | _____ | _____ |
| HAVE MONEY | _____ | _____ | _____ |
| LIFE CLOSE TO RECREATION | _____ | _____ | _____ |
| RELIGIOUS LIFE | _____ | _____ | _____ |
| CULTURAL LIFE | _____ | _____ | _____ |
| POLITICAL ACTIVITY | _____ | _____ | _____ |
| ACCESS TO PUBLIC ENTERTAINMENT | _____ | _____ | _____ |

- LIFE STYLE INVENTORY (CONTINUED)

| | VERY IMPORTANT | SOMEWHAT IMPORTANT | NOT IMPORTANT |
|---|---|---|---|
| ACTIVE MEMBER OF COMMUNITY | _____ | _____ | _____ |
| CONSTANT CLIMATE | _____ | _____ | _____ |
| SEASONAL CLIMATE | _____ | _____ | _____ |
| TIME ALONE | _____ | _____ | _____ |
| TIME SURROUNDED BY PEOPLE | _____ | _____ | _____ |
| WORK ONLY BECAUSE I HAVE TO | _____ | _____ | _____ |
| WORK BECAUSE I LIKE IT | _____ | _____ | _____ |
| JOIN ORGANIZATIONS | _____ | _____ | _____ |
| PURSUE MY INTERESTS INFORMALLY | _____ | _____ | _____ |
| STAY VERY BUSY | _____ | _____ | _____ |
| ALLOW PLENTY OF RELAXATION TIME | _____ | _____ | _____ |
| A LOT OF PHYSICAL ACTIVITY | _____ | _____ | _____ |
| LITTLE NEED FOR PHYSICAL ACTIVITY | _____ | _____ | _____ |
| ACCESS TO OUTDOOR LIFE | _____ | _____ | _____ |
| STRUCTURED TIME | _____ | _____ | _____ |
| A LOT OF UNPLANNED TIME | _____ | _____ | _____ |

## RESEARCHING CAREERS

- YOU ARE WHAT YOU DO

*What we have done is the only mirror by which we can see what we are.*

*- (Thomas Carlyle)*

THE PREVIOUS SECTION OF THE LIBERAL VIEW HAS FOCUSED ON SELF-ASSESSMENT; I.E. WHO/WHAT YOU ARE. THIS SECTION WILL FOCUS ON WHAT YOU HAVE DONE. IT WILL HELP YOU DISCOVER THE SKILLS, VALUES AND TRAITS THAT CAN BE FOUND IN ACADEMIC, EXTRA-CURRICULAR AND WORK EXPERIENCES.

WE BELIEVE THAT EVERY ACTIVITY YOU ENGAGE IN HELPS YOU LEARN SOMETHING ABOUT YOURSELF, EVEN IF IT IS SIMPLY THAT YOU NEVER WANT TO DO IT AGAIN. SO OFTEN, LIBERAL ARTS STUDENTS GRADUATE SAYING "BUT I DON'T KNOW HOW TO DO ANYTHING!" EVERY DICKINSON GRADUATE HAS LEARNED HOW TO READ, WRITE, SPEAK AND THINK OVER THE FOUR-YEAR SPAN. EVEN IF YOU ARE THAT RARE INDIVIDUAL WHO HAS NEVER HAD A JOB, A HOBBY, OR AN EXTRA-CURRICULAR ACTIVITY, YOU'LL END UP WITH BASIC COMMUNICATION SKILLS. WHAT DO YOU THINK EMPLOYERS VALUE MOST IN ALMOST EVERY FIELD? YOU GOT IT - COMMUNICATION ABILITY!

*I'd rather hire a person with an English degree because you can teach a pack of cub scouts how to do portfolio analysis.*

*- (Time article about MBA's)*

THIS SECTION WILL SHOW YOU HOW YOUR EXPERIENCE CAN BE TRANSLATED INTO SKILLS, VALUES AND TRAITS THAT ARE PRIZED IN THE WORKPLACE.

## • SPECIAL ACADEMIC COURSES AND PROGRAMS

IT IS POSSIBLE TO ACQUIRE NEW SKILLS, VALUES AND TRAITS IN EVERY COURSE THAT YOU TAKE. YOU'RE MOST LIKELY TO GAIN THESE SKILLS AND TRAITS IN SPECIAL COURSES, EITHER COURSES THAT TAUGHT YOU A LOT OR PROGRAMS THAT ARE ORGANIZED DIFFERENTLY FROM THE USUAL SINGLE CREDIT CLASSROOM COURSE.

EXAMPLES OF SPECIAL ACADEMIC PROGRAMS:

NISBET, OFF-CAMPUS SEMESTERS, INTERNSHIPS, INDEPENDENT STUDY, OVERSEAS PROGRAMS, HONORS

LIST BELOW ONLY THOSE COURSES OR SPECIAL ACADEMIC PROGRAMS IN WHICH YOU DEVELOPED NEW SKILLS OR CULTIVATED NEW VALUES AND PERSONAL TRAITS.

EXAMPLES:

| COURSE OR PROGRAM | NEW SKILLS, VALUES OR TRAITS ACQUIRED |
|---|---|
| HARRISBURG URBAN SEMESTER | - LIVING SIMPLY (VALUE)<br>- SELF-RELIANCE (TRAIT)<br>- INTERVIEWING PUBLIC FIGURES (SKILL)<br>- UNDERSTANDING POOR PEOPLE (SKILL) |
| AMERICAN STUDIES 300 | - INTERVIEWING PUBLIC OFFICIALS (SKILL)<br>- ANALYZING A COMMUNITY (SKILL)<br>- ANSWERING QUESTIONS UNDER PRESSURE (SKILL)<br>- EMOTIONAL SELF-CONTROL (TRAIT) |
| INTERNSHIP IN OFFICE OF AGING | - PATIENCE WITH OLDER PEOPLE (TRAIT)<br>- HANDLING DETAILED PAPERWORK (SKILL)<br>- HELP OTHERS (VALUE) |

| COURSE OR PROGRAM | NEW SKILLS, VALUES OR TRAITS ACQUIRED |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

• ACCOMPLISHMENTS - ACTIVITIES

EVERY ACTIVITY THAT YOU PARTICIPATE IN OUTSIDE OF THE CLASSROOM ENABLES YOU TO ACQUIRE CERTAIN SKILLS, IMPROVE OLD ONES, AND WORK ON PERSONAL TRAITS THAT HAVE EITHER HELPED OR HINDERED YOU IN THE PAST. ALSO, YOU CAN COUNT CERTAIN ACCOMPLISHMENTS IN YOUR LIFE THAT ARE NOT ATTACHED TO PARTICULAR ACTIVITIES OR ACADEMIC COURSES. BOTH ACTIVITIES AND ACCOMPLISHMENTS SHOULD BE SCANNED CAREFULLY FOR NEW SKILLS AND TRAITS.

EXAMPLES OF ACTIVITIES:
TREASURER OF FRATERNITY
MEMBER OF CHORAL SOCIETY
STUDENT SENATE REPRESENTATIVE

EXAMPLES OF ACCOMPLISHMENTS:
- PASSED ORGANIC CHEMISTRY
- SURVIVED A FULL YEAR IN A RESIDENCE HALL
- RAN 30 MILES EVERY WEEK
- SAVED $500 FROM MY WORK/STUDY EARNINGS
- WROTE AN ARTICLE FOR A PUBLICATION
- LEARNED TO SPEAK GERMAN

LIST BELOW ALL OF THE ACTIVITIES AND ACCOMPLISHMENTS YOU CAN THINK OF THAT YOU HAVE DONE SINCE YOU ENTERED COLLEGE, AND IDENTIFY THE SKILLS, VALUES AND TRAITS YOU ACQUIRED AS A RESULT.

EXAMPLES:

| ACTIVITY OR ACCOMPLISHMENT | NEW SKILLS, VALUES OR TRAITS ACQUIRED |
|---|---|
| WROTE NEWSLETTER FOR WOMEN'S GROUP | - CREATIVITY (VALUE)<br>- WRITING-JOURNALISM (SKILL)<br>- COLLECTING ARTICLES FROM OTHERS (SKILL)<br>- PATIENCE (TRAIT) |
| HELD TWO JOBS WHILE TAKING 5 COURSES | - ORGANIZING MY TIME (TRAIT)<br>- CLOSE ATTENTION TO DIET AND SLEEP (SKILL)<br>- FASTER READING SPEED (SKILL)<br>- PUSHING MYSELF (VALUE) |
| ORGANIZED DORMITORY COMMITTEE | - PERSUADING OTHERS (SKILL)<br>- PERSEVERENCE (TRAIT)<br>- SOOTHING RUFFLED FEELINGS (SKILL)<br>- SPEAKING TO GROUP (SKILL)<br>- COMMUNITY (VALUE) |

| ACTIVITY OR ACCOMPLISHMENT | NEW SKILLS VALUES OR TRAITS ACQUIRED |
|---|---|
| 1. _____ | _____ |
| | _____ |
| | _____ |
| | _____ |

30.

• ACCOMPLISHMENTS - ACTIVITIES (CONTINUED)

| | ACTIVITY OR ACCOMPLISHMENT | NEW SKILLS, VALUES OR TRAITS ACQUIRED |
|---|---|---|
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

## • WORK EXPERIENCE

EVERY JOB THAT YOU HAVE, NO MATTER HOW LOWLY OR UNDERPAID, ENABLES YOU TO ACQUIRE NEW SKILLS AND RESHAPE SOME OF YOUR PERSONAL CHARACTERISTICS. JOBS ARE ESPECIALLY USEFUL IN THIS REGARD, BECAUSE THEY USUALLY FORCE YOU TO PERFORM ACCORDING TO CERTAIN STANDARDS. WORK IS VALUABLE NOT ONLY IN TERMS OF THE MONEY IT PAYS AND THE TIME IT HELPS YOU TO OCCUPY, BUT EQUALLY VALUABLE IN THE HABITS OF MIND AND BODY YOU GAIN THAT WILL BE "MARKETABLE" IN LATER EMPLOYMENT.

KINDS OF WORK EXPERIENCE: SUMMER JOBS, OFF-CAMPUS, PART-TIME JOBS
CAMPUS JOBS, VOLUNTEER JOBS, SELF-EMPLOYMENT

LIST BELOW ALL OF THE WORK EXPERIENCE YOU HAVE HAD SINCE COMING TO COLLEGE, AND DETERMINE AS BEST YOU CAN THE SKILLS, VALUES AND TRAITS WHICH WERE INHERENT IN YOUR PERFORMANCE OF THESE JOBS.

EXAMPLES:

| JOB TITLE & EMPLOYER | NEW SKILLS, VALUES AND TRAITS ACQUIRED |
|---|---|
| WAITRESS - JOE'S GRILL | - TEAMWORK (VALUE)<br>- INTERPERSONAL RELATIONS WITH GRUMPY AND IRRITABLE CUSTOMERS (SKILL)<br>- WORKING UNDER PHYSICAL PRESSURE (SKILL)<br>- SHARING THE LOAD (TRAIT) |
| TEACHING ASSISTANT - RELIGION DEPT. | - SPEAKING TO GROUPS (SKILL)<br>- CHEERFULNESS, EVEN WHEN PEOPLE ARE TENSE (TRAIT)<br>- LEARNING FROM A MENTOR (SKILL)<br>- INTELLECTUAL STIMULATION (VALUE) |
| SHOE SALESPERSON - HANOVER SHOES | - DIRECT PAYOFF (VALUE)<br>- WORKING LONG AND HARD HOURS (TRAIT)<br>- EARNING MONEY BASED UPON PERFORMANCE (SKILL)<br>- DEALING WITH VARIETY OF PERSONALITIES (SKILL)<br>- HANDLING NUMERICAL DATA (SKILL) |

| JOB TITLE & EMPLOYER | NEW SKILLS, VALUES AND TRAITS ACQUIRED |
|---|---|
| 1. _____ | _____ |
| _____ | _____ |
| | _____ |
| | _____ |
| 2. _____ | _____ |
| _____ | _____ |
| | _____ |
| | _____ |

32.

● WORK EXPERIENCE (CONTINUED)

| | JOB TITLE & EMPLOYER | NEW SKILLS, VALUES AND TRAITS ACQUIRED |
|---|---|---|
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |

*To be able to choose the line of greatest advantage instead of yielding in the path of least resistance.*

*- (Shaw)*

● WHAT YOU CAN DO DURING COLLEGE TO FURTHER YOUR CAREER GOALS

A. UNCOVERING CAREER POSSIBILITIES

B. ACQUIRING MARKETABLE SKILLS

NOTICE THAT WE HAVE NOT DIRECTED THIS SECTION SPECIFICALLY TOWARD SENIORS AS YOU MIGHT HAVE SUSPECTED. THIS IS SIMPLY TO SAY THAT SENIOR YEAR IS TOO LATE TO BEGIN LAYING GROUNDWORK FOR YOUR CAREER GOALS. CAREER EXPLORATION IS A SLOW, UNFOLDING PROCESS THAT CANNOT BE DONE EFFECTIVELY UNDER THE PRESSURE OF SENIORITIS. IF YOU DESIRE ANY PROOF OF THIS, OBSERVE HOW MANY SENIORS YOU HEAR SAYING: "I HAVE NO TIME TO LOOK AROUND FOR POSSIBILITIES; I NEED A JOB RIGHT NOW." IF YOU ARE A FRESHMAN READING THIS SECTION, GO RIGHT AHEAD. THE CONTACTS THAT YOU NURTURE QUIETLY TODAY WILL BE THE SEEMINGLY "LUCKY" OPPORTUNITIES THAT OPEN FOR YOU A YEAR OR TWO HENCE.

A. UNCOVERING CAREER POSSIBILITIES

THE PEOPLE WHO YOU SEEK OUT DURING COLLEGE YEARS WILL MAKE A CRUCIAL DIFFERENCE TO YOUR CAREER DEVELOPMENT. WE'RE <u>NOT</u> SAYING THAT YOU MUST GO AROUND ASKING PEOPLE FOR JOBS DURING YOUR SOPHOMORE YEAR. ON THE CONTRARY, YOU SHOULD FOCUS ONLY UPON LEARNING THE SIMPLE ART OF MAKING CONTACTS. ANYONE CAN LEARN TO DO IT WELL - SHY PEOPLE TOO. A WORD ABOUT THAT WORD "CONTACTS." YOU MIGHT THINK THIS MEANS CALLING UPON A FRIENDLY UNCLE OR KINDLY RELATION IN ORDER TO TAKE ADVANTAGE OF HER/HIS INFLUENCE. NOT SO. THE BEST CONTACTS ARE THE ONES YOU CULTIVATE YOURSELF, THE PEOPLE WHO RESPECT YOUR INITIATIVE. YOU MAY PLUG INTO A RELATIVE OR FRIEND ALONG THE WAY, BUT DON'T ASK CONTACTS TO DO YOU ANY FAVORS; JUST ASK THEM TO PROVIDE YOU WITH INSIGHT, INFORMATION, AND AN OCCASIONAL LEAD TO THE NEXT PERSON YOU ARE SEEKING.

(1) <u>INDEPENDENT STUDY AS CAREER SEARCH ACTIVITY</u>

THINK OF THE MANY WAYS THAT YOU MIGHT CONVERT AN INDEPENDENT STUDY INTO CHANCE TO SURVEY PEOPLE AT THEIR JOBS, PEOPLE WHOSE WORK REALLY INTERESTS YOU:

EXAMPLE: <u>ECONOMICS</u> - MANPOWER PLANNING

YOU COULD INVESTIGATE PLANS RELATED TO LABOR MARKET SUPPLY AND DEMAND FOR THE STATE IN WHICH YOU LIVE. IN THIS PROCESS, YOU WOULD VISIT NUMEROUS EMPLOYERS, TALK TO THEM ABOUT THEIR OWN CAREER LIVES, AND ASK QUESTIONS OF PERSONAL INTEREST.

• WHAT YOU CAN DO DURING COLLEGE TO FURTHER YOUR CAREER GOALS (CONTINUED)

(2) OFF-CAMPUS STUDY AS A CAREER SEARCH ACTIVITY

THINK OF WAYS THAT OFF-CAMPUS STUDY PROGRAMS MIGHT BE USEFUL TO ENHANCE YOUR PERSONAL CAREER SEARCH ACTIVITY. STUDY ABROAD PROVIDES STUDENTS WITH A WORKING KNOWLEDGE OF DIFFERENT CULTURES AS WELL AS NEW GEOGRAPHICAL AREAS. THESE EXPERIENCES WILL BE VERY HELPFUL IN DEVELOPING FUNCTIONAL SKILLS THAT AN EMPLOYER MIGHT BE LOOKING FOR. ALSO, BEING IN NEW PLACES CAN SHARPEN YOUR OWN VALUES AND HELP YOU TO DEFINE YOUR GOALS IN RELATION TO DIFFERENT SITUATIONS. OTHER OFF-CAMPUS PROGRAMS IN THE U.S. CAN LEAD TO ANOTHER WIDE VARIETY OF EXPERIENCES INCLUDING FIELD WORK (I.E. WORKING IN APPALACHIA WITH FARMERS OR CRAFTSMEN), INTERNSHIPS (I.E. A CHANCE TO VIEW POLITICS FROM A CONGRESSMAN'S WASHINGTON OFFICE), AND AGAIN, GEOGRAPHIC DIFFERENCES. FOR EXAMPLE IT IS IMPORTANT TO CONSIDER WHETHER YOU PREFER YOUR FUTURE WORK ENVIRONMENT TO BE IN A LARGE METROPOLITAN AREA OR IN A RURAL SETTING.

(3) MAKE A LIST OF EVERYONE YOU KNOW IN ANY CAREER AREAS THAT INTEREST YOU

(A) THE PURPOSE OF THIS LIST IS TO IDENTIFY A READILY AVAILABLE POOL OF PEOPLE WHO CAN HELP YOU TO MOVE TOWARD YOUR ULTIMATE TARGETS. THE LIST SHOULD INCLUDE FRIENDS, PARENTS OF FRIENDS, RELATIVES, FRIENDS OF RELATIVES, FRIENDS OF PARENTS, ETC. ANYONE WHO WOULD WELCOME A CALL FROM YOU.

(B) CHECK THE ALUMNI CONTACT FILE FOR NAMES. USING THIS ALUMNI NETWORK CAN PROVIDE EXCELLENT SOURCES OF INFORMATION AS WELL AS FURTHER CONTACTS IN A PARTICULAR FIELD.

(C) ASK EACH OF THESE PEOPLE TO NAME ANYONE THEY KNOW WHO DOES THE KIND OF WORK THAT YOU WANT TO KNOW MORE ABOUT. YOU'LL BE AMAZED TO LEARN THAT MOST ORDINARY FOLK HAVE WIDE CIRCLES OF ACQUAINTANCES IN A GREAT DIVERSITY OF OCCUPATIONAL FIELDS. MOM PROBABLY KNOWS ONE BUTCHER, ONE BAKER, ONE CANDLESTICK MAKER, A FEW INDIAN CHIEFS, ONE TAX ACCOUNTANT AND AN OCCASIONAL WITCH DOCTOR.

(D) ALL THAT YOU ASK OF EACH "CONTACT" ON YOUR INITIAL LIST IS: "WOULD YOU MIND IF I CALL THIS PERSON, USE YOUR NAME, AND ASK WHETHER S(HE) WILL SPEAK TO ME ABOUT HER/HIS WORK?" HOW COULD THEY REFUSE YOU?

(4) INFORMATION INTERVIEWS

YOU CAN USE INFORMATION INTERVIEWS RIGHT NOW IN MAKING DECISIONS RELATED TO YOUR CHOICE OF MAJOR OR OTHER SPECIAL ACADEMIC PROGRAMS. THE EXERCISE IS ALSO A GOOD WAY TO INVESTIGATE CAREER OPTIONS. BASICALLY, AN INFORMATION INTERVIEW IS A CHANCE FOR YOU TO ASK SOMEONE WHO IS OR HAS BEEN THERE HOW YOU TOO CAN REACH A CERTAIN GOAL; WHETHER IT BE THE DIFFERENCE OR DECLARING A HISTORY OR SPANISH MAJOR, OR EMBARKING ON A CAREER AS A LAWYER OR DOCTOR. THE GOAL OF YOUR INTERVIEW IS TO GAIN AS MUCH INFORMATION AS POSSIBLE IN ORDER FOR YOU TO HAVE AS MUCH DATA AS POSSIBLE BEFORE MAKING A DECISION.

• WHAT YOU CAN DO DURING COLLEGE TO FURTHER YOUR CAREER GOALS (CONTINUED)

(4) INFORMATION INTERVIEWS (CONTINUED)

YOU MUST DO YOUR BEST TO FOCUS YOUR INFORMATION INTERVIEW ON CERTAIN QUESTIONS, BECAUSE THEY AFFECT THE DECISIONS THAT YOU WILL MAKE IN THE FUTURE. IT'S OK TO LET YOUR RESPONDENT (STUDENT, PROFESSOR, ADMINISTRATOR, EMPLOYER) WANDER OFF TO TELL A FEW WAR STORIES, BUT TRY TO KEEP THE FOCUS ON THESE TYPES OF QUESTIONS.

(A) HOW DID YOU PREPARE YOURSELF FOR THIS TYPE OF WORK?
(B) HOW DID YOU HAPPEN TO GET INTO THIS LINE OF WORK?
(C) WHAT IS MOST REWARDING ABOUT YOUR WORK?
WHAT IS MOST FRUSTRATING?
(D) WHAT SKILLS DO YOU BELIEVE ARE MOST CRUCIAL TO YOUR EFFECTIVENESS IN THIS POSITION?
(E) WHERE DID YOU ACQUIRE THESE SKILLS?
(F) HOW IMPORTANT ARE PROFESSIONAL DEGREES OR CREDENTIALS IN THIS WORK?
(G) WHAT ADVICE DO YOU HAVE FOR ME?

(5) STRETCH YOUR CHAIN OF REFERRALS

(A) ONCE YOU ARE NEARING THE CONCLUSION OF AN INFORMATION INTERVIEW, YOU MUST ALWAYS ASK -

"CAN YOU TELL ME THE NAMES OF OTHER PEOPLE WHO DO YOUR KIND OF WORK AND HOW I MIGHT GET IN TOUCH WITH THEM?" "MAY I SAY THAT YOU SUGGESTED I CALL?"

IN ALMOST ALL CASES, YOUR INTERVIEWEE WILL BE ABLE TO REFER YOU TO OTHERS AND WILL BE PLEASED TO DO SO. IT IS VITAL TO PURSUE THESE LEADS, BECAUSE ONE PERSON WILL NOT BE ABLE TO TELL YOU EVERYTHING AND YOU'LL WANT TO AVOID BEING TOO HEAVILY INFLUENCED BY HER/HIS BIASES.

(B) TALK TO ANYONE WHO MIGHT CONCEIVABLY HELP YOU. SECRETARIES ARE ESPECIALLY IMPORTANT PEOPLE. THEY ARE THE GATEKEEPERS, AND ARE OFTEN VERY WISE. THEY ALSO RESPOND NICELY TO GENUINE ENTHUSIASM.

(6) GO TO PROFESSIONAL MEETINGS

LEARN WHERE YOUR TARGET PEOPLE CONDUCT THEIR PROFESSIONAL MEETINGS, NATIONAL, STATE, OR REGIONAL LEVEL. MAKE PLANS TO ATTEND ONE OR MORE OF THEM. JUST THINK - SEVERAL HUNDRED PEOPLE WHO DO THE KINDS OF WORK THAT YOU ASPIRE TO, ALL GATHERED IN THE SAME HOTEL!

(7) USE EMPLOYER DIRECTORIES

FIRST, STUDY THE DIRECTORIES LOCATED IN THE CAREER LIBRARY FOR YOUR PARTICULAR MAJOR FIELD. EACH OF THEM CONTAINS NAMES AND ADDRESSES OF LIVE EMPLOYERS WITH WHOM YOU CAN TALK, IF YOU TAKE THE INITIATIVE.

• WHAT YOU CAN DO DURING COLLEGE TO FURTHER YOUR CAREER GOALS (CONTINUED)

(7) USE EMPLOYER DIRECTORIES (CONTINUED)

EXAMPLE: IF YOU WANTED TO IDENTIFY ALL OF THE PUBLISHERS OF CHILDREN'S BOOKS IN THE BALTIMORE AREA, YOU WOULD CONSULT THE LITERARY MARKET PLACE.

(A) WRITE TO EACH OF THESE EMPLOYERS (C/O PUBLIC RELATIONS OFFICE) AND ASK FOR ANY LITERATURE THEY HAVE WHICH DESCRIBES THEIR PURPOSES, PROGRAMS, PRODUCTS, AND SO FORTH.

(B) TARGET THEM GEOGRAPHICALLY, AND LINE THEM UP FOR INFORMATION INTERVIEWS.

(8) MAKE USE OF EVERY VACATION TIME AWAY FROM THE COLLEGE

THESE ARE THE ONLY TIMES WHEN YOU HAVE DIRECT ACCESS TO PEOPLE IN JOBS, AND CAN VISIT THEM IN PERSON WITHOUT DISRUPTING YOUR ACADEMIC LIFE. A 30-MINUTE INTERVIEW WITH THE RIGHT PERSON TELLS YOU MORE ABOUT CAREER POSSIBILITIES THAN PERHAPS 5 WELL-INTENDED BOOKS ON THE SUBJECT OR MANY HOURS WITH THE OCCUPATIONAL OUTLOOK HANDBOOK.

B. OFF-THE-WALL IDEAS

(1) INVENT A CAREER

AFTER MAKING A CREATIVE COMBINATION OF THE SKILLS AND INTERESTS THAT BEST REPRESENT YOU (THE "CREATING A CAREER" EXERCISE), MAKE A GAME OF TRYING TO FIGURE OUT WHERE SUCH A PERSON MIGHT HAVE A JOB USING THESE SKILLS, AND GET ON THE PHONE TO SEE HOW LONG IT WOULD TAKE YOU TO PINPOINT WHERE THESE PEOPLE WORK.

(2) TEMPORARY OFFICE WORK

(A) THIS IS A DECEPTIVELY SIMPLE METHOD FOR USING YOUR VACATION PERIOD TO EARN A LITTLE MONEY AND GET A QUICK INSIDE PEEK AT SEVERAL DIFFERENT KINDS OF EMPLOYMENT. LIKE THE ITINERANT CHECK FORGER, DON'T STAY IN ONE PLACE TOO LONG. KEEP A FIRM GRIP ON YOUR SUBWAY TOKENS.

(B) IF AT ALL POSSIBLE, CHOOSE YOUR WORK SITUATION IN A LARGE OFFICE BUILDING HAVING A WIDE VARIETY OF OTHER EMPLOYERS IN THE IMMEDIATE ENVIRONMENT.

(3) READ NEWSPAPERS

WE KNOW YOU DO THIS AS A REGULAR PRACTICE, BUT WE SUGGEST THAT YOU READ WITH A BIT DIFFERENT MIND-SET. IMAGINE YOU ARE A JOB-SEEKER, AND ASK YOURSELF WHICH NEWSPAPER ARTICLES SUGGEST OR OUTRIGHT TELL YOU THAT NEW WORK OPPORTUNITIES ARE OPENING UP.

EXAMPLE: "STATE PLANS NEW RECREATIONAL FACILITIES FOR CHILDREN."

• WHAT YOU CAN DO DURING COLLEGE TO FURTHER YOUR CAREER GOALS (CONTINUED)

OFF-THE-WALL IDEAS

(4) HIGH-VISIBILITY SUMMER JOB

AS LONG AS YOU ARE LOOKING FOR SUMMER WORK, PAY EXTRA ATTENTION TO THOSE JOBS WHICH WOULD GIVE YOU EXPOSURE TO MANY DIFFERENT KINDS OF PEOPLE IN THEIR JOBS. EXAMPLES WOULD INCLUDE CENSUS TAKERS, CAB DRIVERS, OPINION POLL INTERVIEWERS, SECURITY GUARDS, GOLF CADDIES, SHORT ORDER COOKS, BARTENDERS, AND RETAIL STORE CLERKS.

THE SUMMER JOB SEARCH IS VERY MUCH LIKE THE JOB SEARCH PROCESS AFTER COLLEGE. TAKE THIS OPPORTUNITY TO PRACTICE THE SKILLS YOU WILL NEED LATER SUCH AS RESUME AND COVER LETTER PREPARATION AND INTERVIEWING. SOMETIMES A JOB OFFER COMES FROM BEING AT THE RIGHT PLACE AT THE RIGHT TIME. HOWEVER, MOST OFTEN IT IS A RESULT OF PLANNING AND CAREFUL COMMUNICATION. THE BASIC COMMUNICATION TOOLS ARE THE RESUME, LETTERS AND ORAL PRESENTATIONS THROUGH INTERVIEWS.

## JOB SEARCH SKILLS

• INTERIM JOBS

SINCE YOU HAVE LITTLE TIME AND LESS MONEY AFTER COLLEGE GRADUATION TO LOOK AROUND FOR A SUITABLE CAREER JOB, STRETCH THE JOB HUNTING TIME BY OBTAINING AN INTERIM JOB. THE "INTERIM" JOB IS RELATIVELY EASY TO OBTAIN BECAUSE IT REQUIRES NO PREVIOUS EXPERIENCE OR TRAINING; AND IT HAS THE UNIQUE ADVANTAGE OF PUTTING YOU IN TOUCH WITH A LOT OF PEOPLE DURING THE COURSE OF YOUR DUTIES.

KEEP THIS KIND OF JOB AS LONG AS NECESSARY WHILE YOU ARE HUNTING DOWN THE KINDS OF WORK THAT YOU REALLY WANT TO DO. PLAY THIS INTERIM JOB FOR ALL IT IS WORTH. TALK WITH PEOPLE WHO ARE DOING THINGS IN THEIR JOBS WHICH INTEREST YOU. POKE AROUND FOR JOB "LEADS" AND VALUABLE INSIDE INFORMATION. SOONER OR LATER YOU WILL MEET SOMEONE WHO CAN HELP YOU.

A GOOD INTERIM JOB SHOULD MEET ALL OF THE FOLLOWING CRITERIA:

(A) MINIMUM QUALIFICATIONS REQUIRED
(B) AVAILABILITY
(C) EXPOSURE TO MANY DIFFERENT PEOPLE IN A VARIETY OF JOBS

• GENERAL JOB SEARCH STRATEGY (IN SEQUENCE)

(1) TARGET A GEOGRAPHICAL AREA - CITY, TOWN, OR REGION.

(2) MAKE A TARGET LIST OF PROSPECTIVE EMPLOYERS, USING THE SPECIAL DIRECTORIES IN OUR CAREER LIBRARY, YELLOW PAGES OF THE TELEPHONE BOOK, ETC.

(3) SEND FOR LITERATURE DESCRIBING WHAT THE EMPLOYERS DO. READ IT THOROUGHLY AND USE THIS KNOWLEDGE IN YOUR FUTURE CONTACTS WITH THEM.

(4) SPEND AS MUCH TIME AS NECESSARY DOING YOUR FIELD SURVEY, CONSISTING OF NUMEROUS INFORMATION INTERVIEWS.

(5) WRITE FOLLOW-UP THANK YOU NOTES TO EACH PERSON YOU HAVE INTERVIEWED.

(6) SEND YOUR RESUME AND A PERSONAL LETTER (IN THE SAME ENVELOPE) TO THOSE EMPLOYERS IN WHOM YOU ARE SERIOUSLY INTERESTED, BASED UPON WHAT YOU LEARNED FROM THE INFORMATION INTERVIEWS.

(7) CALL EACH EMPLOYER AND ASK FOR AN INTERVIEW, AT WHICH TIME (BASED UPON YOUR INFORMATION INTERVIEW AND OTHER RESEARCH) YOU CAN PROPOSE WAYS IN WHICH YOU FEEL YOU COULD CONTRIBUTE TO THE WORK THE EMPLOYER IS TRYING TO ACCOMPLISH.

(8) WRITE A NOTE TO EACH EMPLOYER WHO HAS INTERVIEWED YOU, THANKING HER/HIM FOR THE OPPORTUNITY AND DWELLING UPON HIGHLIGHTS OF YOUR MEETING WITH THIS PERSON, WHY YOU'D LIKE TO WORK THERE, FUTURE PLANS WHICH YOU ANTICIPATE, ETC.

• METHODS FOR UNCOVERING HIDDEN JOB OPPORTUNITIES

NEWSPAPER SUBSCRIPTIONS - ONCE YOU'VE DECIDED THE TOWN, CITY, OR AREA WHERE YOU WANT TO WORK, ORDER A SUBSCRIPTION TO THE BIGGEST NEWSPAPER. IT WILL CONTAIN NEWS OF COMPANY EXPANSIONS, NEW EMPLOYERS MOVING INTO TOWN, ETC.

FAMILY AND FRIENDS - I AM NOT SUGGESTING THAT YOU RELY UPON "PULL" TO GET A JOB. SIMPLY MAKE A LIST OF EVERYONE YOU KNOW WELL, TO WHOM YOU HAVE ACCESS, AND GO TO EACH ONE ASKING: "DO YOU KNOW ANYONE WHO DOES THIS KIND OF WORK (THE WORK IN WHICH YOU ARE MOST INTERESTED)?" YOU'LL BE SURPRISED AT HOW EASY IT CAN BE TO GET REFERRALS THIS WAY.

PROFESSIONAL CONFERENCES - CONTACT SOME PEOPLE WHO'RE IN THE PROFESSION YOU HOPE TO ENTER. ASK THEM WHAT KINDS OF PROFESSIONAL CONFERENCES AND SUCH ARE TAKING PLACE IN THE COMING MONTHS. ATTEND ONE OR MORE OF THESE AND GET TO KNOW A FEW PEOPLE WHO ARE THERE. GO TO THE EVENING COCKTAIL HOURS IF POSSIBLE.

TEMPORARY OFFICE WORK - THIS CAN BE GRUNGY, BORING WORK BUT IT CAN GIVE YOU DIRECT EXPOSURE TO PEOPLE ON THE INSIDE OF A WIDE VARIETY OF COMPANIES AND ORGANIZATIONS.

INFORMATION INTERVIEW - STILL THE ALL-TIME CHAMPION FOR MAKING WHAT EVERYONE LOVINGLY CALLS CONTACTS. GO TO PEOPLE WHO'RE IN JOBS TO WHICH YOU ASPIRE. BE AN INQUIRING REPORTER. ASK THEM HOW THEY GOT THEIR JOBS, WHAT THEY LIKE ABOUT WORKING THERE, WHAT THEIR BIGGEST PROBLEMS ARE. REMEMBER, PEOPLE LIKE TO TALK ABOUT THEMSELVES, IF YOU'LL GIVE THEM HALF THE CHANCE.

OTHER COLLEGE PLACEMENT OFFICES - PREFERABLY THOSE AT THE LARGER COLLEGES AND UNIVERSITIES.

(A) READ WHATEVER JOB LISTINGS THEY MAY HAVE
(B) NOTICE WHICH COMPANIES AND OTHER ORGANIZATIONS HAVE INTERVIEWED THERE DURING THE PAST YEAR
(C) ASK TO SEE ONE OF THE PLACEMENT/CAREER COUNSELORS. THEY WILL USUALLY AGREE TO SPEAK WITH YOU, BASED ON RECIPROCITY OF SERVICE.

INTERIM JOBS - TO KEEP THE WOLF FROM THE DOOR, TAKE ANY JOB THAT ALLOWS YOU TO CONTINUE YOUR SEARCH FOR THE JOB YOU WANT.

VOLUNTEER WORK - IF YOU'VE FOUND SOME PLACES WHERE YOU'D REALLY LIKE TO WORK SOMEDAY, VOLUNTEER TO HELP THEM WITHOUT PAY. THIS IS THE BEST WAY POSSIBLE FOR GETTING TO KNOW THE PEOPLE WELL, AND YOU WILL BE THE FIRST TO HEAR ABOUT FUTURE JOB OPPORTUNITIES.

REMEMBER, APPROXIMATELY 75% OF THE JOBS AVAILABLE AT ANY GIVEN MOMENT ARE NOT ADVERTISED. THAT'S WHY YOU MUST GET IN TOUCH WITH PEOPLE WHO KNOW ABOUT THEM.

## CONCLUSION

• WHAT DO YOU DO NOW THAT YOU HAVE FINISHED THE LIBERAL VIEW?

YOU HAVE DONE A GOOD JOB OF COMPLETING THIS CAREER GUIDE. YOU'VE BEEN PATIENT WITH IT AND WILLING TO EXPLORE YOUR FUTURE POSSIBILITIES. AS A RESULT OF DOING THIS, YOU KNOW SOMETHING ABOUT ASSESSING YOUR LIFE EXPERIENCES, AND EXTRACTING CLUES FROM THEM ABOUT YOUR CAREER PROSPECTS.

YOU'LL ACQUIRE MORE SKILLS, VALUES, TRAITS, AND INTERESTS AS YOU HAVE ADDITIONAL EXPERIENCES, AND WILL INCORPORATE THESE INTO YOUR ASSESSMENT OF YOURSELF.

IN OTHER WORDS, THE BALL GAME IS NOT OVER. YOUR CAREER DEVELOPMENT CONTINUES. YOU'LL BE SEEING NEW SIDES OF YOURSELF EVERY YEAR, WITH EVERY NEW JOB, ACTIVITY, COURSE, OR EXPERIENCE.

HOWEVER, THERE ARE TIMES YOU'LL NEED TO MAKE DECISIONS. WHEN THESE OCCUR, WE SUGGEST YOU DO THREE THINGS:

(1) REVIEW YOUR LIBERAL VIEW ONCE MORE, TO REMIND YOURSELF OF THE INFORMATION YOU HAVE GATHERED ABOUT YOUR UNIQUE QUALITIES AND ASPIRATIONS.

(2) TALK WITH A MEMBER OF THE COUNSELING CENTER STAFF OR A CAREER ASSISTANT. THEY WILL HELP YOU SORT AND FOCUS THE INFORMATION YOU HAVE GATHERED ABOUT YOURSELF. THEY WILL ALSO INTRODUCE YOU TO INFORMATION ABOUT PROFESSIONS AND OCCUPATIONS IN THE CAREER LIBRARY (OF THE COUNSELING CENTER).

(3) BE IMAGINATIVE. COMBINE WHAT YOU KNOW ABOUT YOURSELF AND CAREER FIELDS TO DEFINE A CAREER FOR YOURSELF THAT COMBINES ALL OF YOUR SKILLS, VALUES, TRAITS, AND INTERESTS. THERE IS A RICH DIVERSITY OF WORK AVAILABLE IN THE U.S.A. NO MATTER HOW UNUSUAL YOUR CAREER ASPIRATION MAY BE, YOU CAN FIND AN OPPORTUNITY TO DO IT SOMEWHERE.

*The world will stand aside for people who know what they want.*

*- (Universal Proverb)*

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